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Journal of English Language and Education (JELE), to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

PREFACE

With a great pleasure, we would like to present a *Journal of English Language and Education (JELE)*, which is envisioned and founded to represent the growing needs of linguistics, literature, and education in English. This journal is intended as a forum for practitioners and researchers to share their knowledge and solution in the area, to identify new issues and to shape future directions for research.

This new journal comprises seven articles dealing with linguistics and English education. They are categorized into discourse analysis, technology development in teaching, and techniques as well as approaches that lead to English teaching development.

We are very thankful to everybody who supported the idea of creating this new journal. We are certain that this very first issue will be followed by many others, reporting new developments in the field. This journal would not have been possible without the great support of the Editorial Board members, and we would like to express our sincere thanks to all of them. It is our hope that this fine collection of articles will be a valuable resource for English language and education readers and will stimulate further research into the area.

Yogyakarta, 30 June 2015

Editor

TABLE OF CONTENT

Editorial board	ii
Preface	iii
Table of content	iv
 “REGISTER REALIZATION IN THE WRITING OF 8 TH GRADE STUDENTS OF SMP KESATRIAN SEMARANG” <i>Azizah Ezard Maulina</i>	 1-15
 “DEVELOPING AN ELECTRONIC DICTIONARY OF ELEMENTS AND COMPOUNDS IN CHEMISTRY TO IMPROVE THE TENTH GRADERS’ PRONUNCIATION” <i>Mat Ibnu</i>	 16-31
 “VIDEO MAKING PROJECT TO IMPROVE STUDENTS’ AUTONOMY AND ABILITY IN TRANSACTIONAL AND INTERPERSONAL CONVERSATIONS” <i>Riko Arfiyantama</i>	 32-50
 “THE EFFECTIVENESS OF BLOG AS MEDIA IN IMPROVING THE STUDENTS’ WRITING SKILL OF DESCRIPTIVE TEXT” <i>Thoriq Hidayaturrahman</i>	 51-61
 “IMPROVING STUDENTS’ LISTENING COMPETENCE BY USING CONTEXTUAL TEACHING AND LEARNING” <i>Happy Annisa’ Octaviani and Hermayawati</i>	 62-76
 “USING ENGLISH MOVIES TO ENHANCE GRADE XI STUDENTS’ SPEAKING SKILL” <i>Noor Aeni and Restu Arini</i>	 77-90
 “PRODUCT GENRE APPROACHES TO TEACH WRITING TO INTROVERT AND EXTROVERT STUDENTS” <i>Wahyu Kyestiati Sumarno</i>	 91-103
Notes for contributors	104

Register Realization in the Writing of 8th Grade Students of SMP Kesatrian Semarang (A Comparative Study between Dialogue and Recount Text)

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ABSTRACT

This research aimed at comparing the contextual description of the field, tenor, and mode between written dialogue and recount text in the writing of the 8th grade students of SMP Kesatrian 1 Semarang. The next was to find which text was the student's major and find the reason why register realization in dialogue and recount text is the same or different. This was a qualitative research by employing descriptive comparative method. The corpus of the data of this research were written dialogue and recount text in the writing of the 8th grade students of SMP Kesatrian 1 Semarang. The results showed as follows: (1) the production of 'experiential domain found', 'short term goal', and 'long term goal' in the written dialogue texts were more various than in the recount texts; (2) The production of agentive or societal roles, status, and social distance in dialogue texts were also more various than in recount texts; (3) The role of language, type of interaction, and the rhetorical trust in the written dialogues were different from the recount texts (Meanwhile the medium and the channel of both texts were the same); (4) The students produced more various features in terms of contextual description of the field, tenor, and mode in written dialogues than in recount texts; (5) The similarities between written dialogues and recount texts found in the terms of medium and channel. Meanwhile the differences between them were found in the other terms (experiential domain etc.). In conclusion, the students were more major in making written dialogue than recount text.

Keywords: *Mood, Register, Theme, Transitivity, Recount Text*

INTRODUCTION

In daily interaction, people always talk to each other no matter what they do. They need a means to show their ideas, feelings, and thoughts. The means is language. So, language is a means of communication which aims at showing ideas, feelings, and thoughts. By using language, people can interact to each other and

express their ideas and thoughts. People may have difficulties to make an interaction in community without the existence of language.

Language can be divided into two types, spoken and written languages. Spoken language does not only refer to language which is said aloud, it is typically more dependent on its context than written language. The spoken language concerns about

the diction, grammar, pronunciation, fluency in speaking, vocabulary, et cetera that support communication.

In contrast, written language does not only refer to language which is written down, but also tends to be more independent of its immediate context. In written language, grammar, text, paragraphs, sentences, phrases, words, et cetera, commonly associated with the written language. Gerot and Wignell (1994: 161) state that “spoken and written languages are both complex, but in different ways. Spoken language tends to be complex grammatically and written language tends to be complex lexically”. Moreover, this study focused on written language because it was taken from written text.

I was interested to analyze register found on students’ writings. So far I found that students disliked to write. This was due to the difficulties they found in its process. That’s why I wanted to analyze students’ writing using register variables. I wanted to know the students’ ability in their writing competences by exploring the contextual description of ‘field’, ‘mode’, and ‘tenor’. The data in this research were taken from the 8th grade

students’ dialogue and recount text of SMP Kesatrian 1 Semarang. In this data, there were many elements of Systemic Functional Grammar, for example register variables. The data was in the form of students’ written texts. There were two forms of data compared in this research. They were written dialogue and recount text. The dialogue chosen was interpersonal dialogue.

The studies of ‘register realization’ had been previously conducted by other researchers. Cahyono (2008) conducted a study of ‘register realization’ in casual talks. The conversations were gathered from first semester students of Faculty of Languages and Letters Dian Nuswantoro University. Since it was casual talks, the data were in the spoken forms. Other similar case was conducted by Gestania (2009). She conducted this study about register on advertisements found in English magazine, named “Campus Asia Magazine” Volume 2 Number 8, February, 2009 edition. The data in her study was in the form of written text. I used register theory to analyze the students’ writing namely, ‘Systemic Functional Grammar’ to

investigate the register variables in writing. The term 'register' here described the language of groups of people with common interests or jobs, or the language used in situation associated with such group. This was interesting to compare whether there were much different or not about the register variables found in dialogue and recount text of the 8th grade students writing tasks.

Systemic Functional Grammar

According to Martin *et al* (1997: 1), "Systemic Functional Grammar is a way of looking at grammar in terms of how language is used". As what the researcher said in the beginning of this research, the researcher will use Systemic Functional Grammar to analyze the data. Mood and speech functions are closely related to Systemic Functional Grammar. In addition, Gerot and Wignell (1994: 6) explain, "Systemic Functional Grammar views language as a resource for making meaning". This grammar attempts to describe language in actual use and so focus on text and their contexts. It is concerned not only with the structures but also

with how those structures construct meaning.

Context of Situation

Context of situation can be specified through the use of the register variables: 'field', 'tenor', and 'mode'. Halliday and Hassan (1985: 44) argue that they have analyzed the context of situation into three components, corresponding to the three metafunctions. The relationship between text and context of situation implies in term of the notions of the field (what is going on), the tenor (the social relationship between those talking part), and the mode (how language is being used). Those three variables refer to certain aspects of our social situation that always influence the language as it is being used. We also need contextual configuration for talking about the text structure. A contextual configuration is a specific set of values that realizes field, tenor, and mode. They are usually used in our social activity. Metalanguage can explore the relation between text and context. Butt *et. al* (2000: 123) says that context of situations motivates the meaning of text in three main areas.

Those areas can be seen in the following description.

- 1) 'Field of discourse' means the field of human experience encompassed by the text and its purpose in encompassing it.
- 2) 'Tenor of discourse' means the social relationship between the speaker or writer and the addressee.
- 3) 'Mode of discourse' means the nature of the text itself and the role that language plays in it.

The field, tenor, and mode of discourse summarize the 'motivational relevancies' which drive the text and make up the context of situation. The context of situation, as defined in these terms, is the immediate environment in which a text is actually functioning. These following things is the contextual description of field, mode, and tenor proposed by Butt (2000: 192-193). The contextual description of field of discourse in the text can be realized by identifying experiential domain, short term goal, and long term goal.

1. Experiential domain is what the text is all about the processes, participants and circumstances.

2. Short term goal refers to the immediate purpose of the text's production.
3. Long term goal refers to the text's place in the larger scheme of things.

The contextual descriptions of tenor of discourse in the text can be realized by identifying agentive or societal roles, status, and social distance.

1. Agentive or societal roles.

They are roles between the speaker/writer and the addressees/reader. For example: mother/child, doctor/patient, teacher/pupil, vendor/customer.

2. Status

The form of status can be equal or hierarchic.

3. Social distance

It measures how well the participants know each other, whether they speak familiarly or distantly. The two end-points of which may be referred to as *maximal* (for speaker who have never met before) and *minimal* (for those who interact on a familiar and frequent basis).

Meanwhile, the contextual description of mode of discourse in the

text can be realized by identifying role of language, type of interaction, medium, channel, rhetorical mode:

1. Role of language

It can be either constitutive or ancillary. If language is ancillary to the text, it helps some other activities.

2. Type of interaction refers to whether the text is all spoken by one person (monologic) or by other participant (dialogic).

3. Medium is whether the text was originally spoken, written or even signed.

4. Channel is how the text was originally received, either phonic or graphic or, in the case of signed text, visual.

5. Rhetorical mode refers to the overall feeling of the text.

Register

Register is defined by Halliday and Hasan (1985: 41) as 'variation according to use'. Alongside genre, the main construct used by functional linguist to model context is known as 'register'. In 'Systematic Functional Linguistics', 'register' analysis is organized by metafunction into 'field', 'tenor', and 'mode'. The dimension

concerned with relationships between interactions is known as 'tenor'; that concerned with their social activity is known as 'field'; and that concerned with the role of language is known as 'mode' (Martin and Rose, 2003: 242-243). Halliday and Hasan (1985: 12) have characterized these three dimensions of a situation as follows:

1. 'Field' refers to what is happening, to the nature of the social action taking place: what it is that the participants are engaged in, in which language figures as some essential components.

2. 'Tenor' refers to who is taking part, to the nature of the participants, their statuses and roles : what kinds of role relationship obtain, including permanent and temporary relationships of one kind or another, both the types of speech roles they are taking on the dialogue and the whole cluster of socially significant relationships in which they are involved.

3. 'Mode' refers to what part language is playing, what it is that the participants are expecting language to do for them in the situation: the symbolic organization of the text, the status

that it has, and its function in the context.

As language realizes its social contexts, so each dimension of a social

context is realized by a particular metafunction of language, as in the table.

Table 1. Register and Metafunction

Metafunction	Context
Interpersonal	Tenor 'kinds of role relationship'
Ideational	Field 'the social action that is taking place'
Textual	Mode 'what part language is playing'

Source: Martin and Rose (2003: 243)

METHODS

This research is qualitative using a descriptive comparative method. According to Nunan (1993: 4-6), "descriptive qualitative research is a research in which the method of data collection is non-experimental or real-time recording that generates naturally occurring data". In qualitative research, the data are not numbers or charts but in the form of word, picture, etc. In this research, the data were not numbers or charts but in the form of clauses consisted of words. So this was descriptive qualitative research. The data in this research were in the form of written language taken from the 8th grade students' writing in SMP Kesatrian 1 Semarang. There were two kinds of students' writing that were taken. They are written dialogue and

recount text. There are two techniques of data collection; testing the students' ability in writing dialogue and recount and collecting the students' writing. There are also some steps in analyzing the data as shown below: (1) Segmenting the texts into clauses; (2) Reading the clauses carefully; (3) Analyzing the clauses in term of transitivity system; (4) Analyzing the clauses in term of mood system; (5) Analyzing the clauses in term of theme-rheme; (6) After analyzing the clauses in term of lexicogrammatical, then analyzing them in term of contextual description using Butt *et al* theory; (7) Comparing the two writings to find out the similarities or differences; (8) Drawing conclusion.

FINDINGS AND DISCUSSION

The Similarities and Differences between Written Dialogue and Recount Text of Students' Writing in Realizing Register

There were some similarities and differences between dialogue and recount texts of realizing register in the writing of 8th grade students of SMP Kesatrian 1 Semarang. The similarities and the differences between both of them are explained as follows.

1. The Similarities

The similarities between dialogue and recount texts of realizing register can be seen in the contextual description of mode. The description of mode of discourse is realized by role of language, type of interaction, medium, channel, and rhetorical mode. Both dialogue and recount text have similarities in medium and channel. The detail similarities can be seen in Table 2.

Table 2. Contextual Description of Mode of Discourse between Dialogue and Recount Texts

Contextual Description of Mode of Discourse	Dialogue Texts	Recount Texts
Role of language	Constitutive and ancillary	Ancillary
Type of interaction	Dialogic	Monologic
Medium	Written	Written
Channel	Graphic	Graphic
Rhetorical mode	Describe something (description)	Telling past event (recount)

1) The Differences

The differences between dialogue and recount texts of realizing register can be seen in the contextual description of 'field', 'tenor' and 'mode'. The description of field of discourse was realized by experiential

domain, short term goal, and long term goal. The description of tenor of discourse was realized by agentive or societal role, status, and social distance. Meanwhile, the description of mode of discourse was realized by role of language, type of interaction,

medium, channel, and rhetorical dialogue and recount texts can be seen mode. The differences between in Table 3.

Table 3. Contextual Description of Field of Discourse between Dialogue and Recount Texts

Contextual Description of Tenor of Discourse	Dialogue Texts	Recount Texts
Agentive/Societal Role	Friends, mother and daughter, father and son, teacher and student, brother and sister, neighbors	Writer and readers
Status	Equal and unequal	Unequal
Societal Distance	Minimal and maximal	Maximal

Table 4. Contextual Description of Tenor of Discourse between Dialogue and Recount Texts

Contextual Description of Field of Discourse	Dialogue Texts	Recount Texts
Experiential domain	Personal identity, greeting, school, cooking, concert, going fishing, going to bookstore, party, cleaning the house, someone's condition, news, etc.	Holiday, playing monopoly, going to the beach, shopping, cycling, etc.
Short term goal	Asking something, offering help, informing something, telling something, etc.	Informing the readers about the writer's activity
Long term goal	Identifying someone's identity, offering someone to go somewhere, asking for information, offering help, discussing about something, giving information, etc.	Telling the readers about the writer's experience

Table 3 shows that in contextual description of field of discourse, there are more experiential domain, short term goal, and long term goal in dialogue text than in recount text. There are many various

experiential domain, short term goal, and long term goal in dialogue text. Meanwhile, there is only 1 experiential domain, 1 short term goal, and 1 long term goal found in recount text.

It also happened in the contextual description of tenor of discourse. Table 4 shows that the agentive/societal role in dialogue text is more than the agentive in recount text. There are 6 types of agentive in dialogue text and 1 type of agentive in recount text. There are also 2 types of status found in dialogue text; equal and unequal. The social distance in dialogue text is also 2 types; minimal and maximal. There is only 1 type of status and social distance found in recount text. From table 2, it can be stated that there are similarities and differences found in contextual description of mode of discourse between dialogue texts and recount texts. The differences are only in the part of role of language, type of interaction, and rhetorical mode. The role of language in dialogue text consists of constitutive and ancillary. The role of language in recount text is only ancillary. Type of interaction in dialogue text is dialogic while in recount text is monologic. The rhetorical mode in recount text is only telling past event while in dialogue text, the rhetorical mode is description because all of those dialogues describe about something.

From the similarities and differences as explained above, it can be summarized that the similarity between dialogue and recount texts of realizing register in the writing of 8th grade students of SMP Kesatrian 1 Semarang was in contextual description of mode of discourse. Both of the texts were the same in terms of medium and channel.

Meanwhile, the differences were also found in contextual description of field of discourse, contextual description of tenor of discourse, and contextual description of mode of discourse. Both of the texts have the differences in terms of experiential domain, short term goal, long term goal; agentive/societal roles, status, social distance; role of language, type of interaction, and rhetorical mode.

The Different Effectiveness between Written Dialogue and Recount Text of Students' Writing

Tables 2, 3, and 4 show the results of register analysis between dialogue and recount texts in the writing of 8th grade students of SMP Kesatrian 1 Semarang. Based on that analysis, it can be seen which one is

more effective between dialogue and recount text in showing the students' writing skill.

To find which one is more effective, it can be seen from the quantity of contextual description of field, tenor, and mode of discourse produced by students. From those tables above, it can be stated that the students produced more various features in terms contextual description of field of discourse (experiential domain, short term goal, long term goal); contextual description of tenor of discourse (agentive/societal role, status, social distance); and contextual description of mode of discourse (role of language and rhetorical mode) in dialogue text than recount text. In conclusion, the students' ability in writing dialogue texts are better than in recount texts.

The Reasons of Similarities and Differences between Dialogue and Recount Texts of Students' Writing in Realizing Register

Based on the discussion written above, it can be stated that although there were similarities in the texts, they tended to be different in realizing register. The reasons of similarities

and differences between dialogue and recount texts are discussed below.

The similarities were found in the contextual description of mode of discourse in terms of medium and channel. The medium of both texts are written. The channel intervening of both texts is called 'graphic'. Both of the texts are written because the data in this research is written. It was taken from the writing of 8th grade students of SMP Kesatrian 1 Semarang. Because the data is in the written form, the channel of both texts is graphic not phonic.

Meanwhile the differences appeared in the contextual description of field of discourse in terms of experiential domain, short term goal, and long term goal. In those three aspects, the students produced more various features in the dialogue text than in the recount text. They are able to make various topics in writing dialogue better than in writing recount. The students tend to create various topics in writing dialogue than recount because they aren't bound with any rules, for example tenses, temporal conjunction, etc. It is just based on their imagination and creativity. They can use any kind of tenses, word

choice, conjunction, et cetera, freely. Whereas in writing recount texts, the students have to obey some rules, for example: using simple past tense, action verbs, temporal conjunction and so on. In their mindset, the purpose of recount is telling past events closely related to holiday. That's why they tended to write topics about holiday than the other topics.

Furthermore, the differences were also found in the contextual description of tenor of discourse in terms of societal role, status, and social distance. The societal role found in the dialogue text is more various than in the recount text. The societal role in the recount text is only between writer and readers. Because the type of interaction in recount text is monologic, the societal role which is found is limited. It is only between writer and readers. Meanwhile the type of interaction in dialogue text is dialogic. There is a direct interaction between the speakers. So, it can be found various societal roles. They are friends, mother and daughter, father and son, teacher and student, brother and sister, and neighbors. For the status, there was only one status found in recount text. That is unequal

because the writer is the dominant speaker who provided information to readers. Whereas there were two kinds of status found in the dialogue text. Those are equal and unequal. In the dialogue text, sometimes the speakers produced the same and balance mood types. So their status will be said equal. The social distance in the recount text is only maximal while in the dialogue text is minimal and maximal. The societal distance in the recount is maximal because the text does not seem very close. The writer and the reader did not know each other and never met before. In the dialogue text, sometimes the societal distance is minimal because the speakers have a close relationship.

The last differences were found in the contextual description of mode of discourse in terms of role of language, type of interaction, and rhetorical mode. The role of language in the dialogue text is constitutive and ancillary. Whereas ancillary is the only role of language found in the recount text. In the recount text, the role of language is ancillary because it helps the writer to convey his purpose telling about his/her past activity. While the role of language in the

dialogue text is sometimes constitutive because since it is an interpersonal dialogue, so the language here functions to sustain the conversation and keep it long. The type of interaction in recount text is monologic because the writer is the only speaker who provided information to readers. Whereas the type of interaction found in the dialogue text is dialogic because there is an interaction directly between one to another speakers. The rhetorical mode found in the dialogue text is description because all of those dialogues described about something. Meanwhile the rhetorical mode in the recount text is recount because the purpose of the text is telling the past events.

CONCLUSION AND SUGGESTION

From the findings and discussions above, it can be concluded as follows; (1) The production of experiential domain found, short term goal, and long term goal in written dialogue text were more various than in recount text; (2) The production of agentive or societal roles, status, and

social distance in dialogue text is also more various than in recount text; (3) The role of language, type of interaction, and the rhetorical trust in the written dialogue were different from recount text - Meanwhile the medium and the channel of both texts were the same; (4) The students produced more various features in terms of contextual description of the field, tenor, and mode in written dialogue than in recount text (It means the students were more major in making written dialogue than recount text); (5) The similarities between written dialogue and recount text found in the terms of medium and channel - Meanwhile the differences between them were found in the other terms (experiential domain etc.).

Considering the results of this study, pedagogical implications can be given especially for researchers, English learners, and teachers. English teachers especially for Junior High Schools may find it as a beneficial input to have better understanding and raise their awareness of the importance of writing skills. Such awareness is important since it will eventually drive English teachers to influence their students in the way

they write or expressing their ideas in written way.

Even if they were good in writing dialogue texts but they still found difficulties in writing recount texts. The teacher should provide them good model texts, which enable them to produce texts to realize meanings in English so that they can produce their own texts by themselves well. They have to maintain their ability in making dialogue text and improve their ability in writing recount texts. By the time, they will be able to make another text types as well as dialogue and 'recount texts'.

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Developing an Electronic Dictionary of Elements and Compounds in Chemistry to Improve the Tenth Graders' Pronunciation

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ABSTRACT

Inaccessibility of electronic dictionaries for learning pronunciation of elements and compounds in Chemistry was found at Semarang State Senior High School 2. The observed inaccessibility came from the Chemistry teacher who shared her problems that her students got difficulties in pronouncing elements and compounds. Then, the existing electronic dictionaries were lack of the words they needed. Hence, this study would like to develop an Electronic Dictionary of Elements and Compounds in Chemistry (EDECC) for assisting students, notably the tenth graders of Semarang State Senior High School 2, to improve their pronunciation in learning elements and compounds. This study employed Research and Development design to develop the EDECC. This design was adopted and modified from Borg and Gall (2003:772). Seven stages were employed for developing EDECC were information and research collecting, planning, developing, validating, revising, try out, and producing final EDECC. Observation, interview, validation, and pre-test also post-test were administered to collect the data while both quantitative and qualitative approaches were used to analyze the collected data. From the result of observations, questionnaires, validation, interviews, and pre-test and post-test were found that applying the EDECC gained positive perspectives toward teaching and learning process. Moreover, the test of effectiveness consisting validity and reliability tests on pretest and posttest employing quasi experimental design reported that there was significant difference between the result of pretest and posttest. It means that all the result of collected data agreed that the EDECC could be implemented in improving the students' pronunciation.

Keywords : *Electronic Dictionary, Teaching Pronunciation, Chemical Elements and Compounds*

INTRODUCTION

English is as an instrument of applying science and technology in the present era to accelerate developmental process especially in education. Moreover, some schools in Indonesia applies English as Medium of Instruction (EMI) for some subjects, that is Sciences and

Mathematics. Semarang State Senior High School 2 has applied EMI since this school employed the Immersion Program from 2005-2009 and International Standardized School Program from 2009-2013. Even though, those programs were stopped by the government, applying EMI is still running in the school. Channa (2012) reveals his research that these

students differed widely in their attitudes towards teachers' using EMI in the class and laboratories. They were positive about using English language, considered this as beneficial for students to develop their confidence and to comprehend scientific theories, logics, reasons and problems for playing their roles to participate actively in the classroom as well as outside of the class. Based on the previous observation, the students still have problems dealing with the pronunciation, especially when they are learning elements and compounds in Chemistry even though, EMI has been implemented for some years in Semarang State Senior High School 2. The students and their Chemistry teacher have tried to find out the existing dictionaries that can be used to assist them to solve their problems. They could not find the appropriate dictionaries that were in line with their needs that is the ones equipped with sounds. Actually, they could use google translation to help them get the pronunciation of elements and compounds. They just typed them and listened to their pronunciation. However, they did not have any internet access all the time. Based on

the above reasons, the researcher developed an Electronic Dictionary of Elements and Compounds that could be installed in their computers or laptops and operated at any time they wanted.

Electronic dictionary electronic dictionary is not a machine readable version of conventional dictionaries. It is a completely new dictionary designed from scratch. It is a dictionary developed for a computer to understand a natural language, (Nessy, 2000). Electronic dictionary is very essential in learning a language. A good dictionary consists of the various parts of speech and it also acts as a reference for the purpose of an excellent and accurate language. The term electronic dictionary can be used to refer to any reference material stored in electronic form that gives information about spelling, meaning, or use of words. The learners can use the electronic dictionary to know the sound of words stored in its data base.

Electronic dictionaries can be classified in various types according to different criteria. Some researchers have attempted to devise typologies of electronic dictionaries. One example of an electronic dictionary typology

is that by Pastor and Alcani (2009), which focuses on technical and meta(lexicographic) evaluation. Based on technical evaluation, they distinguish between online or offline dictionaries. Offline dictionaries comprise pocket electronic dictionaries (PEDs) and PC dictionaries. PC dictionaries include dictionaries in CD-ROM, floppy disk and other formats. Offline dictionaries generally provide more search techniques than online dictionaries, and are more stable and durable compared to online dictionaries. Online dictionaries are more accessible than the CD-ROM format, and most online dictionaries are free. They affirm that electronic dictionaries differ from paper dictionaries in factors such as use, presentation, search capabilities, technical aspects, and nature of contents (multimedia elements). One of the advantages of using electronic dictionaries is that it allows the user to make cross references without even moving away from the page that the user is viewing. This feature of immediate cross reference is not present in the paper dictionaries. The bilingual production dictionaries are

few in numbers because a lot of storage space is required for accommodating this type of dictionary.

Mayer and Clark, (2008:35) stated that multimedia which is commonly has multi representations which enter to students' senses through ears and eyes. students can see the words and pictures. Then, words are received by ears and pictures will be accepted by eyes. After the selecting process was done, those presented words and images are linked into the memory. The words and images that are selected become sounds and images. Then, the organizing process is also done to change the sounds become verbal model and images become pictorial model. After they were completed, the words and images integration happens in our memory. As a result, students got prior knowledge about what have been learnt through multimedia learning. The developed electronic dictionary employs the multimedia since it is equipped with words, sounds, and images in the hope that it can be used as medium to improve the students' ability, especially their pronunciation.

Computer Assisted Language Learning is important in the area of language teaching and learning situation. Learning language, especially English, is general. In English as a Medium of Instruction, the language should be mastered together with the content of subject matters, (Chamot, 1986). Chemistry teachers try to maximize the opportunities offered by technological advances. Therefore, the teachers have to make the decision to use technology as a part of their language learning environments and ensure that they are familiar with the technological options available and their suitability to particular learning goals and thus implement these technologies capitalizing their specific features. The students need to be able to continuously use, experiment and evaluate appropriate and meaningful CALL activities to enhance English proficiency and master English language skills and the content of subject matters.

Thus, the Electronic dictionary of elements and compounds in Chemistry is one of the ways to develop teaching tools using modern technology that is multimedia and

computer. The developed electronic dictionary of elements and compounds contains information that is necessary for the students to understand the English and Indonesian elements and compounds in Chemistry designed in employing multimedia and computer. Students get knowledge easily from the electronic dictionary such as: their formula, other names of compounds, overviews, and images. However, the most important thing that the researcher considers is the sound of the elements and compounds and their overviews. The students are able to learn their pronunciation through the developed dictionary.

According to Dalton and Seidlhofer (1994) Pronunciation is a way how sounds are articulated by speakers marking their social class, education and so forth. Since sound is very important in making an understandable speech, the researcher assumes that it is very vital to teach the learners how to say words correctly. Pronunciation is also the aspect of language that is most difficult to acquire. Although some students with 'an ear for language' can 'pick up' pronunciation very

effectively, for most they requires special training.

Most students are highly aware of this and constantly request further tuition in pronunciation. Furthermore, the Chemistry teachers are forced to teach English in their content area. They find a lot of difficulties in pronouncing English words related to the subjects, especially elements and compounds. In addition, the students get some difficulties in learning how to pronounce them. Therefore, they need an appropriate tool that can used to solve their problem.

Teaching English for elements and compounds in Chemistry covers some important matters involving Chemistry curriculum syllabus, lesson plan, pronunciation for Chemistry, strategy to teach pronunciation for Chemistry, and Assessment. The researcher puts the curriculum as the basis of developing the Electronic Dictionary of Elements and Compounds in Chemistry.

Based on the difficult way how to teach pronunciation for Chemistry, the Chemistry teachers should employ some strategies that can assist them to help their students understand the pronunciation of some

words in Chemistry especially elements and compounds. Applying some strategies in teaching pronunciation of elements and compounds in Chemistry needs a medium that can assist them. The researcher develops it in order to cope the problem of the inaccessibility of the existing electronic dictionaries.

METHODS

Research Design

The researcher used research and development (R and D or, more often R&D) since the objective of the research is to develop electronic dictionary of elements and compounds in chemistry to foster students' pronunciation especially at Semarang State Senior High School 2. The process of this design can be defined as R&D cycle. As Borg and Gall (2003:772) noted down that this cycle employed observation the preliminary studies related to the developed product or materials, developing intended product, validating the developed product to some experts, and revising suggestions from expert, and trying out the product.

Procedure of the Research and Development

The researcher applied the process of this design stated Borg and Gall (2003). In his model, Borg and Gall (2003) asserts seven stages of developing the product. They are as follows: (1) Research and Information Collecting was conducted through need analysis dealing with (a) the role of existing electronic dictionaries play in language learning, (b) the students' problems with English in learning sciences, especially Chemistry, (c) how much and how often the students used dictionaries, (d) how the students find what they needed in electronic dictionaries. (2) Planning consisting of finding out (a) the concept of developing the EDECC, (b) software used in that product, (c) the feasibility and acceptance feasibility and acceptance of the product, (3) Developing preliminary form of product was conducted through (a) finding sources of elements and compounds, (b) Recording the materials (c) using Microsoft access 2007 (4) Validating product was conducted by two experts of materials, one Chemistry teacher, and one multimedia expert, (5) Revising

product was carried out after the experts had given their suggestions and comments, (6) Trying out product was conducted in the experimental group and giving pre test and post test for both the control and experimental groups. The result of trying out was analyzed, (7) Final product was finalized with two interface designs that were elements and compounds. Then, the fixed product development was ready to be demonstrated, published, and distributed to go to public..

Trying out of Product

1. Research Design of Try Out

The effectiveness of Electronic Dictionary of Chemical Elements and Compounds was measured by Pretest Posttest Quasi Experimental Design which employed pre-tests and post-tests for both experimental and control groups.

2. Population and Sample of the Study

The try out research was conducted at the tenth graders of Semarang State Senior High School 2. It was located on Jl. Sendangguwo Baru No. 1 Semarang. There were eleven classes at the tenth graders of natural science program (IPA) in the academic year

2013/2014. For deciding the class of try out, the researcher employed Cluster Random Sampling technique for this issue. Cohen, Manion, and Morrison (2007: 115) noted down that each member of the population of this study had the chance equally to be selected as the sample or subject of the study. This study used a class as the unit of population.

3. Procedures of Try Out

The try out was organized on October 7th, 2013. The pre test was given to control and experimental groups. Then, the treatment was conducted in the experimental group on October 9th, 2013. Finally, The post test was carried out in both the control and the experimental groups on October 14th, 2013.

Instruments and Data Collection Techniques

The instruments and data collection techniques were as follows: the first was questionnaires. The researcher distributed the questionnaires to the Chemistry teachers and students to get the data. It consisted of eight questions with five multiple choices covering a, b, c, d, and e options. The questions dealt with the practicality, the

attractiveness, the usage possibility in teaching and learning process, the easiness in operating, the appropriateness, the pronunciation existence, the helpfulness, and the clarity. The second was observation. Hyland (2003) states that observation methods attempt to bridge this gap by systematic documentation and reflection of participants. For doing observation how the Chemistry teacher used the product, the researcher employed observation checklist involving six aspects. Those were 1) The teacher explained how to operate an Electronic Dictionary of Elements and Compounds in Chemistry (EDECC); 2) The teacher demonstrated how to use the EDECC., 3) The teacher gave the students some training to operate the EDECC; 4) The teacher gave the students some exercises to operate the EDECC; 5) The teacher gave an opportunity to students to ask some difficulties in operating the EDECC; 6) The teacher gave some assessments to students how to pronounce elements and compounds in Chemistry by using the EDECC. The third was interview. It was a flexible tool for data collection, enabling multi-sensory channels to be

used: verbal, non-verbal, spoken, and heard (Cohen, Manion, Morrison, 2007:397). This study administered structured interview and the interviewee were Chemistry teacher and some students of grade ten of Semarang State Senior High School 2 that belonged to the experimental group. The forth was teachers' and experts validation. This Validation was distributed on the Chemistry teacher, an expert of material development and an expert of multimedia development. The experts and teacher were requested to give a thick on the checklist on all aspects which are corroborated. Those aspects cover Data Base Design Program , Friendly User Principles, The Material Appropriateness, The Program Usage, and The Usage Technique, The Sound Usage. The last was Pre-test and Post-test. The pre-test and post-test were conducted for the control and experimental groups.

Techniques of Analyzing the Data

The data collection such as comments, suggestions, and observation results during the try out were qualitatively analyzed. They were added as an input to revise the developed product. In

addition, the numeral data taken from the experts' ideas, the Chemistry teacher, and students were quantitatively analyzed with percentage and categorization techniques.

The data of questionnaires provided by the Chemistry teacher and students were classified into two categories. The first was considered to be positive side consisting of the options of (a) representing 'very practical', 'very attractive', 'very possible to use', 'very easy to operate', 'very fulfilled', 'very completed', 'very helpful', and 'very clear, (b) representing 'practical', 'attractive', 'possible to use', 'easy to operate', 'fulfilled', 'completed', 'helpful' and 'clear' and (c) representing 'practical enough', 'attractive enough', 'possible enough to use', 'easy enough to operate', 'fulfilled enough', 'completed enough', 'helpful enough', and 'clear enough' while the options of (d) meaning 'not practical', 'unattractive', 'impossible to use', 'uneasy to operate', 'not fulfilled', 'not completed', 'helpless' and 'unclear' and (e) meaning 'very unpractical', 'very unattractive', 'very impossible to use', 'very uneasy to

operate', 'very unfulfilled', 'not completed at all', 'very helpless', and 'very unclear' belong to negative one. The collected data were calculated by the formula of percentage. The percentage of the quantitative data of

the observation was converted into qualitative data based on the score conversion reference stated by Bloom, Madaus & Hastings (Tanwey Gerson Ratumanan & Theresia Laurens, 2003: 19) as it was showed on table 1.

Table 1. Percentage of Learners' Observation was Converted into Qualitative Data

Percentage(%)	Criteria
$90 \leq X$	Very good
$80 \leq X < 90$	Good
$70 \leq X < 80$	Good enough
$60 \leq X < 70$	Bad
$X < 60$	Very bad

The data of observation of how the teacher used the developed electronic dictionary in teaching and learning were classified into 4 representing 'excellent', 3 indicating 'above average', 2 denoting 'average', 1 meaning 'unsatisfactory', and 0 meaning 'not applicable'. Furthermore, the collected data of observation was descriptively analyzed using table of conversion and the table 1. The data of learners' observation in teaching and learning were classified into A: Learners' activeness in learning process, B: Enjoyment in learning, C: Eagerness

to do all. Then, the percentage of the quantitative data of interview was converted into qualitative data based on the score conversion reference stated by Bloom, Madaus & Hastings (Tanwey Gerson Ratumanan & Theresia Laurens, 2003: 19). It was stated on the table 1.

Then, the researcher both calculated the score of each point criteria from experts and teachers consisting of Program Data-Base Design, User-Friendly Principles, Suit to Materials, The program use, The technique use and The Sound Usage. The formula was as follows:

$\text{Average score of each criteria} = \frac{\text{Score}}{\text{Max score}} \times 100\%$
--

The researcher calculated the average score of each criterion on the validation form. See the example below:

$\text{Mean or average score} = \frac{\text{Adding percentage of each criterion from experts and teachers}}{\text{Number of expert and teachers}}$
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The percentage of the quantitative data of the material expert, a Chemistry teacher, and a Multimedia expert was converted into qualitative data based on the score conversion reference stated by Bloom, Madaus & Hastings (Tanwey Gerson Ratumanan & Theresia Laurens, 2003: 19) as it was showed on table 2.

At last, the researcher calculated the score of pre and post test of the control and experimental groups. The first step was finding the descriptive statistics of the pre test and post test of the control group. Employing data analysis of Microsoft Excel, the researcher got the mean, median, mode, and standard deviation of pre test and post test of the control group. The second, those data were calculated to get the t-Test (dependent). The result of t-Test (dependent) was compared with the score of t-Table (distribution) for significant level 5%.

If the result of t-Test (dependent) was lower than the result of t-Table (distribution). It meant that there was no significant difference between pre and post-test. If the result of t-Test (dependent) was higher than the result of t-Table (distribution), it could be considered that there was significant difference between pre and post-test. The researcher did the same steps to the experimental groups. Then, the researcher also compared the scores of post test of the control group with the score of post test of the experimental group. He got each mean and standard deviation of each group. After that, he calculated the value t-Test which was compared with the t-Table (distribution) for significant level 5% and 1%. If the value t-Test (distribution) were lower than the value t-Table (distribution) for significant level 5% and 1%, it would be considered as no significant

difference between the post test of the control and experimental groups. On the other hand, if the value t-Test (distribution) were higher than the value t-Table (distribution) for significant level 5% and 1%, it would be meant that there was significant difference between the post test of the control and experimental groups. They could be shown on the following formula: a) significant difference; $t\text{-Test} > t\text{-Table}$ (distribution) in the level of 5% and 1%, b) no significant difference; $t\text{-Test} < t\text{-Table}$ (distribution) in the level of 5% and 1%.

FINDINGS AND DISCUSSION

The result of questionnaires provided by the Chemistry teacher and students could be calculated that options of (a) representing 'very practical', 'very attractive', 'very possible to use', 'very easy to operate', 'very fulfilled', 'very completed', 'very helpful', and 'very clear', (b) representing 'practical', 'attractive', 'possible to use', 'easy to operate', 'fulfilled', 'completed', 'helpful' and 'clear' and (c)

representing 'practical enough', 'attractive enough', 'possible enough to use', 'easy enough to operate', 'fulfilled enough', 'completed enough', 'helpful enough', and 'clear enough' got 291 of total 299 options. Therefore, the percentage of positive views of the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC) was **97.32%**. On the other hand, the options of (d) meaning 'not practical', 'unattractive', 'impossible to use', 'uneasy to operate', 'not fulfilled', 'not completed', 'helpless' and 'unclear' and (e) meaning 'very unpractical', 'very unattractive', 'very impossible to use', 'very uneasy to operate', 'very unfulfilled', 'not completed at all', 'very helpless', and 'very unclear' got 8 of total 299 options. Thus, the percentage of negative views of the EDECC was **2.68%**. It could be concluded that the EDECC had positive views for the Chemistry teacher and students.

The total scores of observation result of how the Chemistry teacher used the developed electronic dictionary in teaching and learning was 22 and the maximum score was 24. Then, the total score was divided

by the maximum score. The result of division was multiplied by 100%. Thus, the result was **91.67%**. Based on the percentage conversion as stated on table 1, the observation result of how the teacher used the EDECC was very good. Therefore, how the teacher used the EDECC in the classroom had good effects for students to strengthen their ability to use it.

The result of learners' observation was classified into A: Learners' activeness in learning process, B: Enjoyment in learning, C: Eagerness to do all. The percentage of activeness in learning process was **86.11%**. The percentage of enjoyment in learning was **88.89%**. And the percentage of Eager to do all got **83.33%**. According to the percentage

result of each aspect of learners' observation, it could be concluded that the learners' activeness in learning process, enjoyment in learning, and Eagerness to do all were good.

The result of the average score of experts' and teacher's validation were classified into: 1) Design of Data Base Program got **97.92%**, 2) Friendly user aspect got **98.22%**. 3) Material Appropriateness got **97.92%**. 4) Program usage got **98.44%**. 5) Technical usage got **98.44%**. Thus, based on the collected data, it could be concluded that the EDECC was very good and could be implemented in teaching pronunciation of elements and compounds in Chemistry.

The result of pretest and posttest of the control group was as follows:

Table 3. The Calculation of Pre test and Post test of the Control Group

Activities	N	Mean	Standard Deviation	t-Test	df	t Table 5%
Pre test	34	3.04	1.51	1.48	66	1.697
Post test	34	3.57	1.45			

Based on the above calculation, it showed that t-Test was 1.48 while t Table was 1.697. Therefore, the value of t-Test got lower than the value of t Table. Thus, it could be said that there

was no significant difference between pre and post-test.

The result of calculation Pre test and Post test of the Experimental Group was as follows:

Table 3. The Calculation of Pre test and Post test of the Experimental Group

Activities	N	Mean	Standard Deviation	t-Test	df	t Table 5%
Pre test	36	2.32	0.8	27.45	70	1.684
Post test	36	7.92	0.92			

Based on the above calculation, it showed that t-Test was 27.45 while t-Table (distribution) was 1.684. Therefore, the value of t-Test got higher than the value of t Table (distribution). Thus, it could be said that there was significant difference between pre and post-test. It meant the

treatment had very good achievement in teaching and learning process in the experimental group.

Finally, the scores of post test of control group was compared with the score of post test of experimental group. The result of the calculation is as follows:

Table 4. The Calculation of Post test of the Control Group and Post test of the Experimental Group

Groups	N	Mean	Standard Deviation	t-Test	df	t Table 5%	t Table 1%
Control Group	34	3.57	1.45	15.07	68	1.671	2.390
Experimental Group	36	7.92	0.92				

Based on the above table, the post test was employed to the control group consisting of number of samples 34. The post test of the control group achieved the mean of 3.57, standard deviation of 1.45. On the other hand, the post test was given to the experimental group consisting of number of samples 36, then, the result was the mean of 7.92 and standard deviation of 0.92. After both of data were calculated, the value t Test was

15.07. Then, the value of t-test was matched with table t with significant level 0.05 and 0.01 with freedom degree of 68. The result reported that t- Table (distribution) has to 1.697 for significant level 0.05 and 2.390 significant level 0.01. It was concluded that the value of t-Test was more than the value of t-Table (distribution) with significant level 0.05 and 0.01. Thus, it could be said that there was significant difference

between post test of the control group and the post-test of experimental group. Thus, the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC) is an effective medium to improve the students' pronunciation skill, especially in pronouncing those words.

CONCLUSION

Firstly, the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC) is equipped with sound effects therefore it can be used to assist the students of grade ten of Semarang State Senior High School 2 to learn pronunciation of the elements and compounds in Chemistry. In addition the electronic dictionary is completed with elements and compounds' formula, other English names, overviews, and images of their molecules. The students do need such an electronic dictionary.

Secondly, the researcher developed the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC), there were some stages which were proposed by Borg and Gall (2003). The first stage dealt

with starting to organize an observation at school to do need analysis and determine what media were developed. Then, he planned and developed the intended product that is the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC). Afterward, validating also was done of some experts to know the feasibility of product that had been developed. Moreover, revising the developed product was employed to correct the previous suggestions and corrections from experts. Next, trying the product out was the following step in this study. At last, the final product was ready to be published.

Thirdly, based on the result of observations, interviews, questionnaires, pre-test, post-test, the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC) can be applied to foster the students' skills in pronouncing elements and compounds in Chemistry. For this case is the tenth grader of Semarang State Senior High School 2. Moreover, the test of effectiveness by using pre test and post-test quasi experimental design reported that there was significant difference between the result of pre-test and post-test. It

means that all the result of collected data agreed that the Electronic Dictionary of Elements and Compounds in Chemistry (EDECC) can be implemented for fostering the students' skills in pronouncing elements and compound in Chemistry.

It is finally suggested that in the future, there will be other researchers who develop other electronic dictionaries completed with the pronunciation sounds to practice and enrich the students' English skills. Based on the results of this research, it can be seen that the application of electronic dictionary is beneficial for the students. It suits best for the students' need. It would be better if there are other developments of English electronic dictionaries for all grades in all content subjects that use English as the medium of instruction.

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VIDEO MAKING PROJECT TO IMPROVE STUDENTS' AUTONOMY AND ABILITY IN TRANSACTIONAL AND INTERPERSONAL CONVERSATIONS

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ABSTRACT

Speaking as one of the productive skills is considered difficult for foreign language learners. One of the efforts to solve the difficulty is improving the students' autonomy in speaking practice. The study is about the use of video making to improve students' autonomy and speaking ability in transactional and interpersonal conversations. The objective of the study was to find out how video making project is implemented in classroom. Students of SMA 1 Limbangan were taken as the subject of the study. This study used classroom action research by conducting a pre-test, first cycle, and second cycle activities particularly focused on speaking. The students' speaking achievement was scored based on the video they had made. The students were also asked to fill the questionnaire to know their improvements in autonomy. The result of the research showed that the average score percentage of autonomy in pre-test was 68%, cycle I result was 87% and cycle II result was 89%. While the result also showed that the average of students' speaking achievements in pre-test was 60, cycle I was 68, and Cycle II was 73. It can be concluded that using Video Making project in teaching transactional and interpersonal conversations can improve the students' speaking competence as well as autonomy.

Keywords: Autonomy, Transactional, Interpersonal, Video Making, Competence

INTRODUCTION

Many studies have been conducted to investigate the effectiveness of using technology in English classroom. As the correlation, the English learning with technology actually not only improve the students' English competence but also influence the students' skills in technology. This technology use can also be used as an

effective media for both inside and outside classroom which can improve the students' autonomy, motivation, satisfaction, and self-confidence in their English language learning (Fotos & Browne, 2004: York, 2011). Then how to maximize the use of the two aspects are turning to be an interesting topic since teachers should have more new strategies in their classroom activities as stated in the Education

Ministry Regulation. As the consequence of the Indonesian educational system, the student-centered approach is preferable to the teacher-centered approach since the student-centered has been proven better that it can provide the students with a better learning style. In response to that, teachers should set their learning strategy in such away so the students can develop their autonomy in order to make a successful learning (Adamson and Sert, 2012). In line with that, Wlodkowski (2008: 3) also proposes some factors influencing a successful learning. They are learner's capability, the quality of the teacher, and students' personal motivation.

By comparing Adamson's suggestion and Wlodkowski's idea, there is a similarity in those different terminologies, Adamson with autonomy and Wlodkowski with motivation. Since this study focused on autonomy, it was necessary to differentiate between autonomy and motivation. Tatarko (2010: 88) explains that there are some parallels between motivation and autonomous learning. In this case, she says that motivation is actually as a result of

autonomous learning. So they are inseparable. If a teacher is willing to improve the students' motivation, he should improve the students' autonomy first. In other words, autonomous learning contributes to students' enhanced level of motivation.

In 2012, Kompas.com clarified that Indonesia has been positioned in the third rank as a country with most Facebook users. It indicates that Indonesia actually has a great potential in the use of technology. It also happens in Senior High School 1 Limbangan where its students like using Facebook and surfing the internet because the school has provided sufficient internet access i.e. hotspot and computer laboratory. However, the problem is whether the technology used has been put in the correct way or not so the students can develop it as a real tool in learning and actualizing themselves. Based on preliminary observation, Senior High School 1 Limbangan students belong to passive users. They used internet only for downloading and searching materials while many of them could not upload video on YouTube or even made a blog. Responding to that issue,

teacher should be able to benefit such students' interest and solve the students' limitation by integrating technology with the English language learning. Therefore, it is expected that they can learn English more autonomously by the assistance of technology not only during the school time but also after school. Based on the above explanation, Video Making project is proposed to be an alternative way to improve the students' autonomy in English learning. Moreover, the video making project as one of technology uses in language classroom requires the students to deal with oral communication or speaking. Therefore it is expected that the students' speaking can also be improved through such activities.

Based on the above reasons, Video Making is preferred as an alternative way to improve the students' autonomy. In the process of video making, the students are asked to perform transactional and interpersonal conversations into a video and then upload it on YouTube. The three tools they need are cell phone (to record the video), computer, and internet access. By using the project, the students are supposed to

be able to learn English not only at school but also elsewhere so they can be more autonomous in learning English. At last, this study aimed at finding the effectiveness of Video Making in helping the students to improve their autonomy and ability in transactional and interpersonal conversations. To formulate the finding, Classroom Action Research (CAR) was employed in this study.

Related to the background above, the researcher formulated the research problem as follows:

1. What are the problems faced by the teacher and students of SMA 1 Limbangan in implementing Video Making project?
2. How is Video Making project implemented to improve students' autonomy and ability in transactional and interpersonal conversations?
3. What are the contributions of Video Making project to improve the students' autonomy and ability in transactional and interpersonal conversations?

Video Making

Video Making is actually almost similar to *iVideos* (short, two-

minute, digital videos designed to evoke powerful experiences about educative ideas), *iMovie*, or Video Production in the language class. The first two terms (*iVideos* and *iMovie*) are the integration of video production or video making and the use of internet as the sharing media. The followings will explain how Video Making is implemented in the classroom activity.

Sentlowits (2009) states that making a video is telling a story. "It is a process that is thought out and planned far before the camera is turned on". While Masats& Costa (2009:6) divides the video production into three levels. They are beginners, intermediate, and advanced. In the beginner level, the students are required to create a photo story with PowerPoint (images and text). While the intermediate requires the students to create a photo story with free photo story software such as Photo Story (images, text and sound). In the advanced point of view, the students are asked to create a short drama story with optional titles, subtitles and soundtrack. Wachob (2011) added that video production is easy and practical. The low cost of camera and the

technology support nowadays has made the video production is easy to do. Even the use of cell phone also has an ability to record a video.

In video production, many steps should be done in order to make a successful video. Masats& Costa (2009) suggest the following ways:

The first is the technologies to record videos. There are many tools which can be used easily by the students to record videos i.e. mobile phones, organizers, still cameras and computers with built in cameras. The choosing of the tools to record can be determined by considering the following things. The first is the practicality of the tools for example using tool that the student have such as digital camera or mobile phone. The second is the quality of the video. The use handy camera may become the best choice in this way. However, teachers should note the students to consider the combination of the two aspects and do not neglect one of the two.

When recording, the students need to make sure that the video can be transferred to the computer. They are asked to check whether their tools to record videos can be copied into the

computer or not. There are two basic procedures in transferring the video from the tool to the computer. The first is by using “fire wire” (also called IEEE 1394 or iLink) cable if the camera does not use the memory card. The second is by using memory card. The use of memory card is the common way these days since many tools are using it. The additional procedure is by using “Bluetooth” if it uses the video function of a mobile phone.

To import the video to be a final video clip, the students need to use Editing software. Firstly, the students are asked to save all the video clips which have been recorded. Then, they are required importing their video in the editing software formats. Normally, the easy free software available online is Windows Movie Maker. However, only windows XP which has it already installed, for windows 7 and 8, there should be downloading and installing the software first. Therefore, teachers should guide the students to have the software ready. To make easier, teachers can provide a computer laboratory for the students to edit the videos with no more than three

students work on one computer at a time. For video projects, the students need to have an account to video platform (YouTube, Vimeo, etc.), internet access, and a video projector to show the results.

In video making, the students are asked to make the video by themselves. During the process, the complex tasks will involve students in design, problem-solving, decision-making, and investigative activities. All the students do in video making is a part of project based learning (PBL). Therefore, project based learning should be discussed to make the video making successful in its implementation. (Mergendoller& Thomas: 2000).

Transactional and Interpersonal Conversations

In Senior High and Junior high schools, students are necessary to learn transactional and interpersonal conversations. In this case, the students are required to be able to express meanings in the transactional conversation (to get things done) and interpersonal conversation (to socialize). Transactional conversation is message-oriented. Richards (1990:

54) explains that “Transactional uses of language are those in which language is being used primarily for communicating information.” Accurate and coherent communication of the message, confirmation that it has been understood, explicitness and directness of meaning are essential. Transactional conversations are interactions which have an outcome, for example, buying something in a shop, enrolling in a school. In such contexts the range of language used is relatively limited and therefore reasonably predictable because speaking happens in real time and is often characterized by unfinished utterances, reformulation, overlapping utterances, grammatically incorrect utterances.

Participants must follow cultural conventions which include factors such as gesture, body language and facial expression. Decisions have to be made about the direction of the exchange and how to deal with unexpected difficulties. Speech events differ from each other according to characteristics such as the degree of distance, formality, spontaneity and reciprocity. For example, a job interview would be characterized by

distance, formality, some reciprocity and relatively little spontaneity. At the other extreme, meeting someone informally for the first time is reciprocal and spontaneous. However, even those events which seem spontaneous can in fact be predictably organized and do incorporate set phrases. So, greetings, introductions and conclusions follow predictable lines. Students at this level need be made aware of conventions of transactional exchanges and introduced to the particular language which they might expect to hear and use.

Interpersonal conversation aimed at establishing or maintaining social relationships, such as personal interviews or casual conversation role plays (Eggins and Slade, 1997). The interpersonal conversation is usually used to express: (a) Greeting and leave-taking, (b) Making introductions, identifying oneself, (c) Extending, accepting and declining invitations and offers, (d) Making and breaking engagement, (e) Expressing and acknowledging gratitude, (f) Complimenting and congratulating (g) Reacting to the interlocutor's speech, (h) Showing attention, interest,

surprise, sympathy, happiness, disbelief, disappointment (Celce-Murcia *et al.*, 1995).

This conversation can be done to fulfill the social interaction to the society like in socialization. The topic is free and people just produce the talk to involve in the community. In this conversation, there is also an important term that is 'dialogue'. It is defined as conversation which is written for a book, play, or film. In teaching and learning process, the dialogue is usually used by the students to perform the conversations.

Autonomy

The development of autonomous learning is gradually becoming a crucial part of many language courses. Its achievement depends on teachers who need to be able to create an environment in which students feel autonomy; hence they have a chance of becoming independent. There are many scientists in the field of foreign language competence development who agree with the positive effects of autonomous learning (Hurd *et al* in Tatarko, 2011: 85). In addition, Harmer (1998: 88) also states that

good speaking activities can and should be motivating. If the activities are running properly and can give them sympathetic and useful feedback, the students will get tremendous satisfaction from it. After they are satisfied in learning and enjoyable, they can be independent in learning. Thus, the overall success of language learning depends on the ability of students to be autonomous since it is not sufficient for them to study only in the school time. They should study in the school time as well as after school time.

The concept of autonomy was introduced by Henri Holec in 1981 when he wrote *Autonomy and Foreign Language Learning*. He began by defining students' autonomy as the "ability to take charge of one's own learning", noting that this ability "is not inborn but must be acquired either by 'natural' means or (as most often happens) by formal learning. In other words, "autonomy" is the ability which can be improved because the term 'autonomy' is ranging of high and low.

The other theorists and researchers have many different ways of defining what autonomy is. Little

(1991) argues that Autonomous learner is one who is able to take charge his own learning when he has taken full responsibility for the learning process. The idea is that one will be successful in learning crucially on himself rather on other people.

Based on the explanations above, it can be concluded that autonomy is a self-initiated motivation that pushes the student to learn, to discover, and develop what they need individually as a social creature. In other words, they have a good willingness in learning so that they can actualize themselves to be long-life learners.

METHODS

In this research, I applied qualitative approach to identify the use of video making in improving students' autonomy and ability in transactional and interpersonal conversations. In completing this research, I collected data and information from the main source, namely field research. This term referred to my efforts in obtaining the empirical data from the subject of the research. I also conducted the activity of gathering information from library

facilities such as references and books which supported the efforts in conducting this research. I decided to carry out an action research in SMA N 1 Limbangan as I had been teaching there and wanted to know how is the effectiveness of using video making if it is implemented in my teaching and learning process.

The research design of this study was Action Research. It took two cycles. Cycle I consisted of four meetings and Cycle II consisted of three meetings excluded the pre and post-test. Each cycle had four steps; they were planning, acting, observing, and reflecting. The place of this research was at a state school. It was SMA N 1 Limbangan at JalanLimbangan-Boja No. 1, Limbangan, Kendal. The research was conducted in the first and second semester of the academic year of 2013/2014. The pre-cycle test was conducted on November 7th 2014. The firstcycle was conducted onNovember 21st – December 2nd 2013. Second cycle was conducted in January 20th – February 10th,2014.

The study of action research involved a group of students as the subject of investigation.This action

research was done at SMA N 1 Limbangan. I conducted this action research in class XII IPA2. There were 5 males and 18 females.

Int his action research, some instruments were used in the forms of observation sheet, outsider observer, field notes, speaking rubric, students' observation sheet, questionnaire and interview. Observation sheet was used to describe the exact situation during the research was conducted. It was used by the outsider observer. He filled the observation sheet while doing the observation. The data analysis in this study consisted of observation sheet, students' questionnaires in autonomy, field note, and the students' video.

FINDINGS AND DISCUSSION

Before doing the research, the preliminary research was conducted before the research was done. I observed the students while I was teaching them. I had taught them for about four months. I had also taught some of them when they were in Tenth Grade. According to my teaching experience, I could identify the problems faced by the students in

learning English. The lack of time to practise English made the students could not perform their best especially in oral communication. It happened because the time given by the school was only 180 minutes for each week. It was resulted when they had time to perform their speaking ability in the speaking test or practise it in the classroom context.

Their problems were (1) pronouncing some English words, (2) the way how to construct a dialogue or sentence, and (4) how to make a smooth conversation or speaking. I also found that most of the students were more exposed in learning reading material from their text-book or classroom activities. They got little exposure in speaking materials because they seldom used English in the real communication.

Those problems stated above made the students' ability in speaking skill was unsatisfying and they needed a new way of learning strategy to make them more independent in learning. Therefore I concerned with the problems dealing with lack of autonomy and speaking skills of the students. The following paragraphs are

the discussion about those two problems.

The pre-test was conducted in order to know the students' achievement in transactional and interpersonal conversation. The students were asked to make a dialogue about complaining expressions. In this activity, they required to perform a dialogue in front of the others with the given topic. The topic used was complaining the situation in the school library. One student performed as the librarian and

another as the borrower of a book. The results of the students' speaking results were analyzed based on the speaking rubric.

After administering the pre-test, the result was analyzed to get the students' score. The result of this pre-test analysis would underline the process of planning for the first cycle. The result of the pretest was attached in the following table(appendix 13). The following table was the summary of the pre-test result.

Table 1. The Summary of Pre-test Result

Category	Average points earned (1-12)	Percentage
Pronunciation	6.28	52%
Fluency	7.13	59%
Comprehensibility	7.46	62%
Vocabulary	7.43	62%
Performance	7.96	66%
Total / Average	36.26	60

The grading guide to give detail information was provided below:

Table 2. The Grading Guide to Score the Students

Total points	Score	Grade
50 – 60	83 - 100	A – exceeds expectations B – Excellent
35 – 49	58 - 82	C – Good
20 – 34	30 - 57	D – Not Yet
5 - 19	8 – 29	

According to the result, the average of the students' learning achievement was 60. It showed that

the students were in the grade B or excellent enough. However, the students' pronunciation and fluency

should be still concerned because they got the lower score than others. The score of the students showed that there was no student got grade A, and students who achieved B were 59% (13 students) while who got C were 41% (9 students). Based on each category, the result showed that the average score of pronunciation was 6.28, fluency was 7.13, comprehensibility was 7.46, vocabulary was 7.43, and performance was 7.96. This score then would be analyzed to get the description of their competence in transactional and interpersonal conversation. Accordingly, a good planning should be designed well to get better improvement in cycle 1.

The video made by the students was completed after and during the third meeting of cycle I. The students were given a task to make a dialogue about giving suggestion in some situation. The topic was free or up to the students' preference. After the series of activities done the students were expected to improve their speaking ability in transactional and interpersonal conversation. The students' speaking results were evaluated and it was constructed into a result table. Table 3 shows the summary of the students' speaking result within Cycle I.

Table 3. The Summary of Speaking Achievement 1

Category	Average points earned (1-12)	Percentage
Pronunciation	7.21	60%
Fluency	7.88	66%
Comprehensibility	8.49	71%
Vocabulary	8.01	68%
Performance	9.25	77%
Total / Average	40.93	68

Based on the Table 3, it was found that the average score in the Cycle I was 68. The students who achieved grade B were 17 (77%) while

C was 5 students (23 %). No one got grade A or D. The result of average score and percentage of pronunciation, fluency, comprehensibility,

vocabulary, and performance was respectively 7.21 (60%), 7.88 (66%), 8.49 (71%), 8.01 (68%), and 9.25 (77%).

The reflection was constructed based on the process during the actions and observation was conducted in Cycle I. The reflection is presented below.

1. Students' autonomy increasingly improved by implementing video making.
2. The students could make good video although a video had bad quality sound due to the recording time and the recording media quality.
3. The students were practising speaking English not only in the classroom but also outside the class and even after school time.
4. The highest score was performance category. It indicated that they had good confidence in speaking English when they performed in video.
5. Based on the result of students' speaking, it was found that they were still poor in pronunciation. For example when one of students said 'now', she said /no/ instead of /nau/.

6. Some students did not get involved during the discussion or consultation. It could be found in the observation sheet that did not all students answer the teachers' questions during the consultation in meeting 2.
7. They could record and edit the video without the teacher's assistance. It was proven when some students directly submitted the finished video in the meeting 4.
8. Before conducting the research, video uploading had been expected to make the students eager to study and happy in learning. In fact, it made the students felt burdensome and bored due to time consuming and bad internet connection.
9. It was found some ungrammatical texts and misspelling words in the video e.g. the word 'actris', 'Udin meet meitia', 'it can useful for you', et cetera.

After analyzing the reflection in Cycle I, the further cycle was designed to overcome the weaknesses and develop the strengths found in the first Cycle.

Cycle II consisted of three meetings. In the first meeting, the students were taught the materials and asked to make a new dialogue about

Giving Assessment, Criticizing, Predicting, Speculating expressions. In second meeting, they revised the dialogue they had made. While the

third meeting was used for watching the videos they had produced. Table 4 showed the students' speaking result in Cycle II.

Table 4. The Summary of Speaking Result II

Category	Average points earned (1-12)	Percentage
Pronunciation	7.75	65%
Fluency	8.20	68%
Comprehensibility	9.13	76%
Vocabulary	8.84	74%
Performance	9.82	82%
Total / Average	43.73	73

Based on the students' speaking result as written in Table 4, it was found that the score of the students in the second video was 73. This number was higher if compared with the average score in Cycle I. It was a good indication that the students' speaking ability was improved. The students' grade in this class was also increased. There were 3 students got grade A, while the rests (18 students) achieved grade B.

In the detail description, it was found that the average score and percentage of pronunciation was 7.75 (65%), fluency was 8.20 (68%), comprehensibility was 9.13 (76%),

vocabulary was 8.84 (74%), and performance was 9.82 (82%).

Before using video making, the students seldom practiced speaking in the classroom. Some English assignments given to them mostly focused on written forms instead of speaking activities. However, after the implementation of video making, the students could practise not only at school time, but also when they were out of school. Moreover, the students were able to create a video in satisfying level as the last product of learning. To understand more, the observation result about the students' autonomy was described in Figure 1.

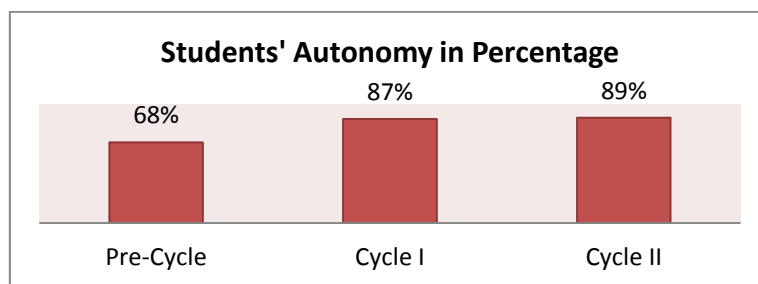


Figure 1. The result of Research Observation in Autonomy Based on the Questionnaire

Table 5. The Descriptions of the Percentage

Percentage	Level of achievement
91-100%	Excellent
75-90%	Good
51-74%	Fair
<50%	Poor

Based on the chart written in Figure 1, it shows that the students' autonomy in pre-cycle was 68%. After the students were treated in the first cycle, the level of achievement increased sharply in 87% while the percentage of second cycle was increased to 89%. Therefore, the students' autonomy in the cycle I improved from the level fair into good. It could also be seen that

the students' level in the second cycle was close to the level of excellent. In other words, the students were better in taking their learning independently and more responsible for the process of it.

After discussing the autonomy, the students' ability in speaking of transactional and interpersonal conversation became another focus. It was expected that the students could improve their speaking skill after using video making. Figure 2 showed clearly the development of students' speaking competence from pre-cycle to the end of cycle II.

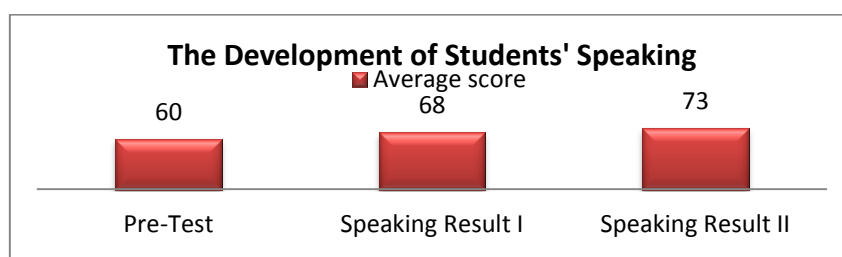


Figure 2. The Development of Students' Speaking in Transactional and Interpersonal Conversations

Figure 2 shows that the students' speaking ability improved gradually from the pre-cycle to the second cycle. The average score of pre-cycle was 60 and the students who got B was 59% from the total number while the rests achieved C. The average score of speaking result I was 68 while 17 students (77%) achieved grade B and 5 others (23 %) got grade C. In the speaking result II, the average score was increased in to 73 while 3 students (14%) got A and 19 others (86%) achieved B.

To make it clearer, the score could be broken down into some categories. They described the students' speaking skill into deeper explanation. Each category described different achievement but overall the students' speaking skill in transactional and interpersonal conversations were improved. Figure 3 shows the improvement of students' speaking result during the treatments in each category.

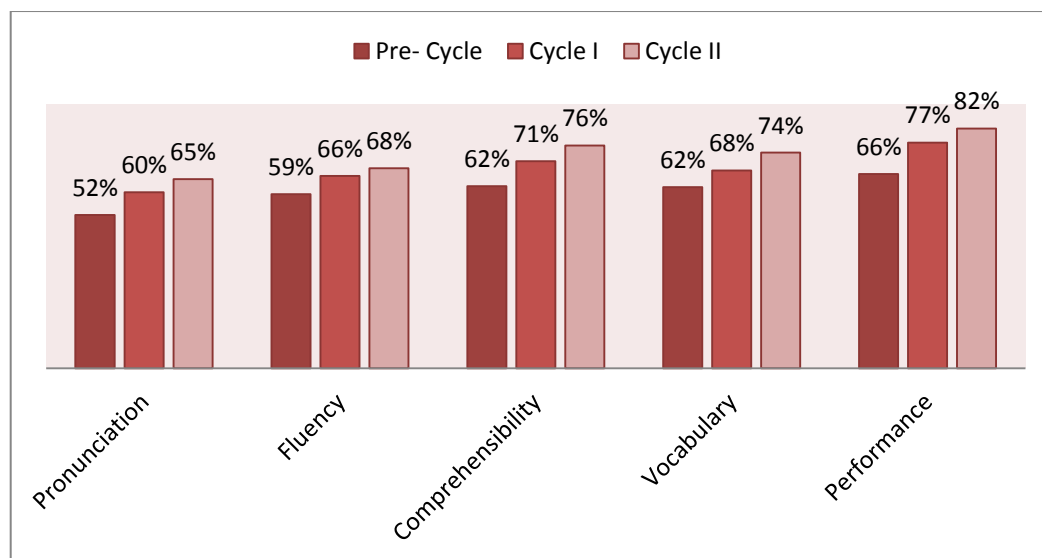


Figure 3. The Progress of Students' Speaking in Transactional and Interpersonal Conversation in Each Category

Based on the data written in Figure 3, it can be seen that the students' speaking ability in each category

generally were improved. The average of pronunciation in pre-cycle was 52%; Cycle I was 60%, Cycle II was

65%. The fluency average in pre-cycle was 59%, Cycle I was 66%, and Cycle II was 68%. The comprehensibility average score in pre-cycle was 62%, Cycle I was 71%, and Cycle II was 76%. The vocabulary average score in pre-cycle was 62%, Cycle I was 68%, and Cycle II was 74. At last, the average score of performance in pre-cycle was 66%, Cycle I was 77%, and Cycle II was 82%.

CONCLUSION

The study deals with the use of video making project to improve the students' autonomy and speaking ability in transactional and interpersonal conversations. After finding and discussing the results, the conclusions are as follows.

Firstly, the problems faced by the teacher and students of SMA 1 Limbangan in implementing Video Making were the difficulty of (1) uploading video on YouTube, (2) handling the project at the same time doing many tasks from other subject, (3) taking too much time when uploading on YouTube, and (4) using good a recording media and choosing suitable time to record the video.

Secondly, video making was implemented through action research. It consisted of pre-cycle, Cycle I, and Cycle II. In Cycle I, the students were asked to make and revise a dialogue, shoot the raw videos, and edit them into a good video dealing with transactional and interpersonal conversation. In the last step, the students needed to upload the video on YouTube. Cycle II was done the same as what had been done in Cycle I. However, the video uploading was skipped because of the matter of time and efficiency.

Thirdly, video making applied in the classroom could successfully help the students to improve their learning autonomy and ability in transactional and interpersonal conversations. It was shown in the level of students' autonomy that was increased sharply and the students' average score that was also improved gradually.

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**The Effectiveness of Blog as Media in Improving The Students'
Writing Skill of Descriptive Text
(An Experimental Study of the Eight Graders of MTsN Brangsong
Kendal in the Academic Year of 2013/2014)**

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Abstract

This study aimed at comparing students' ability in writing descriptive text with blogtechnique and without blog. This study is used to answer the questions: Is there any significant difference in the achievement between the students who wrote descriptive text with blogtechnique and the students who wrote descriptive text without blog? And how well the students write descriptive text after being taught by using blog. Quantitative method was used in analyzing the gathered data. The basic outline showed that in the writing skill, the second year students in the first semester of Junior High School are supposed to write a descriptive text, so the data weredescriptive texts written by two classes of the second year students of MTs Brangsong Kendal as the sample. One of them was the experimental group and the other one was the control group. The result of the study shows that Blog technique applied in writingdescription texts of VIIIgrade of MTs Brangsong, Kendal, actually gave contribution in improving the students' skill in writing descriptive texts. This technique could be an effective method. It is proper since there was a significant difference between the control group and the experimental group when the study was conducted. Based on the statistical analysis, it could be seen that the students' in the experimental group was improving higher than the control group. The mean of the experimental group was higher (from 71.81to 80.11) than the control group (from 71.72 to 74.61). The t-value for two means of post-test was 4.170; meanwhile the critical value at $\alpha = 5\%$ was 1.67. Since the t-value was in the H_0 rejection area, it was concluded that there is a significant difference in the achievement between the students in control group who were not given the treatment and the experimental group who were given the treatment (Blog technique). By using this technique in the experimental class, the class situation was very enjoyable, the students freely communicated to each other to share their ideas. The writer had observed that the writing descriptive texts scores of the experimental class were higher than those of the students who wrote descriptive text without Blog.

Keywords: *Blog, Descriptive Text, WritingSkill*

INTRODUCTION

Nowadays English is an important language. As one of the international languages English is used to communicate almost people in the

world. People in the world are accustomed to speak English well. Most sources of information like journals, articles, books, research report, etc are written in English. Our government is aware of how important

English is, so they made English as one of the subjects which is taught from primary school until university level. It is important to learn English because it is an international language for most people around the world, and it is the widest medium of communication.

In Indonesia, curriculum has changed from time to time. It starts from curriculum 1975 until Curriculum 2006 or known as School Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*). The study of English language has started from elementary school until senior high school, and it is not surprising if so many students join some English courses. They need new system or new way to understand their subject. The students are taught four basic skills in learning English. They are listening, speaking, reading, and writing.

Writing skill in junior high school or SMP is more complex than in elementary school. We cannot ignore this skill because it is also as important as other skills. Moreover, it is not simple thing to teach writing skill because we do not only pay attention on grammar or vocabulary,

but also how to teach our students to use the correct punctuation, the capital letters, how to develop their ideas, and also how to make them interested in making a good writing.

Writing skill in junior high school is taught based on genres. The genres that should be taught in junior high school are procedure, descriptive, recount, and narrative. Descriptive text is one of the genres that must be taught in order to make the students know how to describe objects in their surroundings. According to Oshama and Hogue (1977:48), "description is writing about how something (or someone) looks and uses space order. In space order, you might describe something from up to bottom or from left to right".

Teaching writing to junior high school students is not as easy as we think. Students in junior high school is easily get bored in following monotonous writing class like the teacher keeps writing and explaining the material. To make learning process becomes attractive and easy to understand, the teaching technique and method are needed to make the teaching learning process becoming effective. Finnochiaro (1974:173)

states, “A teacher needs methods and techniques of teaching English as a language to develop certain skills”.

Besides technique and a method, we need media in learning process. Media take part in process of learning English. It makes teacher and students able to teach and to receive the materials. It goes without saying, in education process, we should use ICT as one of media in teaching and learning, for it can help teachers and also students to be successful in their teaching and learning process. It also can make the teaching learning process more attractive and interesting. ICT development as media provides knowledge for students. Blogs, websites, social networking, and Content Management System can be used to improve students' writing skill. One of the interactive media that can be used to improve writing skill is blog. There are many blogs in internet. They can provide many information and knowledge. We can upload pictures and some videos in blogs to make the English teaching more attractive and more interesting when it is used as media.

Using media in teaching English junior high school students is

better than only using books. In this case teachers can take advantage blog as media. Blog is famous now. Almost everyone can create it because it is easy to make it. Teachers can also create blog to make their teaching English more attractive. Therefore, their students do not only get materials from books, but also from blog. Teachers will not be busy to prepare many books in every meeting in a class. They just bring a laptop and connect to internet when they have a class. Internet now is provided by almost schools. One of them is Islamic Junior High School in Brangsong, Kendal.

Islamic Junior High School in Brangsong has been facilitated by computer laboratory that is connected to internet. Usually in that school, computer laboratory is used only when the students have ICT subject. It is opportunity for the English teacher there to use the computer laboratory to teach English, so the teachers and students can open blog easily. Teachers can attach or post materials on blog. They can also post some pictures or list of vocabulary to improve their teaching materials. Finally, students can enrich their

materials not only from their text book but also from their teacher's materials uploaded on blog.

Teachers do not have to ask their students to write down their teaching materials because they are already available in the blog. Students just open their teacher's blog and read the materials anytime they want. They just only open the browser in their mobile phones and type the address of teacher's blog, and they can read the materials

With the blog, we can find many pictures that can be used as media to teach writing descriptive texts. Teaching descriptive texts should provide many pictures to make students easier produce descriptive text well.

Once more, teachers and students can take advantages of blog to understand the materials easier anytime and anywhere. When the students open facebook, for example; at the same time they can surf blog. From the statement above the writer concludes that media, technique, and method are some ways to make both students and teacher interested in their teaching and learning process especially in writing descriptive text.

The main purpose of this study is to help the students to be more interested and attractive in learning writing and to help the teachers to find some alternatives method in teaching English, especially writing descriptive texts. Hopefully, the students will also be more knowledgeable because this media offers the suitable media in learning English writing.

METHODS

This study used quasi experimental design with non-equivalent pre-test and post-test groups design. The writer used control group pre-test and post-test. The design of the experiment can be described as follows:

E	O ₁ X O ₂
C	O ₃ Y O ₄

(Arikunto, 2006:86)

In which:

- E : Experimental group
- C : Control Group
- O₁ : Pre-test for the experimental group
- O₂ : Post-test for the experimental group
- O₃ : Pre-test for the control group
- O₄ : Post-test for the control group
- X : Treatment with Blog

Y : Treatment without Blog.

There are three stages in doing this experiment; pre-test, experiment, and post-test.

1. Pre-Test

The pre-test was administered before the treatment session. It was held on 6 May 2014. The students were asked to write a descriptive text about their favorite actors or actress in the world. This was done by two groups, the experimental group and the control group.

2. Giving a Treatment

The two groups were given different treatments. The treatments were held on 10, 13, 15 May 2014. Every group was given twice treatment. The experimental group got a treatment by using blog as a technique in writing descriptive text. On the other hand, the control group wrote descriptive text without using blog.

3. Administering a Post-Test

After different treatment was given to both groups, the students in both experimental and control groups were given a post-test on writing test. It was held on 20 and 24 May 2014. The students were asked to make a descriptive text with some topics, such as people, place, and things. From this

test, the data were obtained in the form of students' test scores. Moreover, the figure of procedures of the experiment could be described as follows:

- (1) Choosing the population of the study that was the eight graders of MTs N Brangsong.
- (2) Taking two groups of the population as the experimental group and control group. In this study, class VIII H as the experimental group and class VIII I as the control group.
- (3) Conducting the experiment. The experimental group got a treatment by using Blog as a technique in writing descriptivetext. On other hand, the control group wrote descriptivetext without using blog.
- (4) Comparing the means of both experimental and control groups by applying the *t*-test formula.

Then, consulting the *t*-test value with the critical *t* value at 5% (0,005) alpha level of significance.

FINDINGS AND DISCUSSION

Before the experiment was conducted, on sixth May, the students were given a pre-test in order to know how well the student's writing ability of

descriptive text before the treatment. In this test, each student from both groups were asked to write a descriptive text in the same topic. The students were asked to choose some topics such as describing people, places or things. The pre-test score of experimental group was 71.94, and the control group was 71.6.

Result

After the different treatments were given to the experimental and control groups, all of the students had to do

the post-test to review of their writing ability. In the post-test, each student of the both groups was asked to write a descriptive text with selected topic. The topics were describing places, people or animal. Then, the post-test of each student was scored to be analyzed.

From the data obtained, it was found that there is an improvement relating to the student's average score after the treatment. The simple charts below show the improvement that the students achieved:

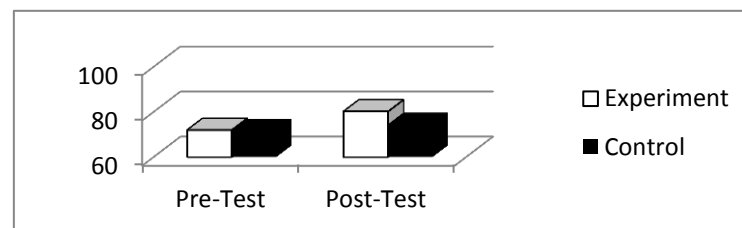


Figure 4.1 The Mean Score in Pre-Test, Post-Test of Experimental and Control Groups

From the charts above, it can be seen that there is an improvement in students' achievement of writing descriptive texts during the study with rates for each group. The average score for experimental group was 71.94 for the pre-test and 80.14 for the post-test, while the average score for control group was 71.6 for the pre-test and 74.51 for the post-test. It is apparent that the experimental group

improves achieved higher scores than the control group. Teaching with blog provides some advantages. One of them is blog provides some pictures, such as photos of actress, actors, and sceneries. It also provides online dictionary, so the students can look up the vocabulary easier. There are also some improvements in aspects of writing when the writer used blog in teaching written descriptive text. They

are content, organization, grammar, vocabulary, and mechanics. When students use blog or write on blog, they get some benefit. One of them is when they make mistakes or mistype, automatically there is a red line on the mistyped words. When students get confused about the difficult word, they can look up on online dictionary that is provided by blog. To check whether or not the difference between the two means of the control group and the experimental group is statistically significant; the t -value obtained should be consulted with the critical value in the t_{table} .

In the experiment, the number of subject of both the experimental and control group was 72. The degree of freedom was 70. The critical value with the degree of freedom 70 and the 5% alpha level of significant is 1.67. The t_{value} is higher than the critical value ($4.293 > 2.03$). It can be concluded that there is a significant difference of the post test result between the experimental group and the control one.

The writer concluded that there is a significant achievement in the result between writing descriptive text using blog and without using blog to

the eightgraders of MTs Brangsong at the first semester. The improvement of their writing could be seen in the students' result of their pre-test and post-test. Based on the result of the pre-test before the strategy was implemented, the students faced many difficulties in writing descriptive text. Their writings contained errors in content, organization, grammar, vocabulary and mechanic. The students' writing was poor in which the content was not relevant to the topic. The ideas were also not clearly stated and the sentences were not well-organized. The sequence of sentences made by the students was also not complete. There were also many mistakes in content, grammar, vocabulary, organization and mechanic. Therefore, their writings could not be understood well. To minimize the numbers of errors and mistakes in the students writing, the teacher needed to use some media.

After giving the treatment to the students by using blog, the students' ability in writing descriptive text improved. They could make sentences based on the pictures and some key words given by the writer. The paragraphs made by the students

in the following texts were easier to understand because the content of their writings was complete and relevant to the topic. The ideas were also clearly stated and the sentences were organized well. Their paragraphs

contained only few mistakes. The chart below shows the improvement of aspects of writing from experimental and control groups, the white is pre-test and black is post-test.

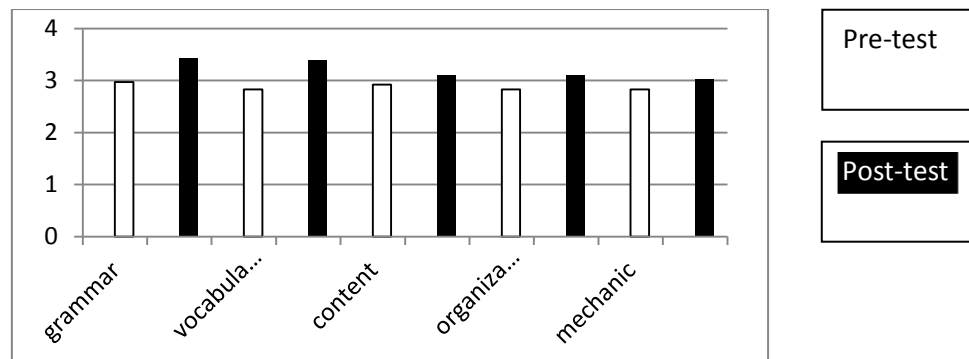


Figure 4.2. The Mean Score of Experimental Group on Each Writing Aspects

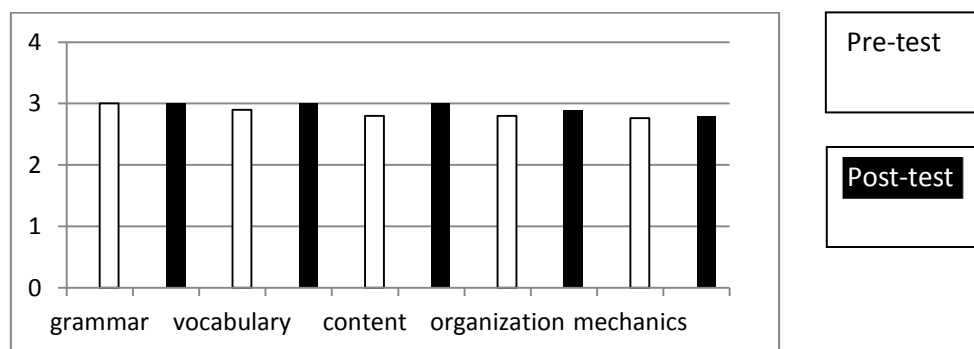


Figure 4.3. The Mean Score of Control Group on Each Writing Aspect

The improvement of students' achievement for all of aspects also could be seen from the computation. After comparing the result of pre-test score and post-test score of the experimental group for each aspect, the writer concluded that there was improvement of students' achievement in quantity. The students'

improvement in writing skill might be caused by the increasing of their vocabulary and their ability to form some simple sentences. The students' vocabulary increased because they used to train using Blog in the process of writing.

The result of the data analysis showed that using a blog as teaching

media to increase the students' ability in writing descriptive text seemed to be applicable for the eighth graders of MTs N Brangsong, Kendal. It helped the students to solve their problems in writing descriptive text. It also encouraged the students to be more active and motivated in learning teaching process. The effectiveness of using blogs as teaching media to increase students' ability in writing descriptive text could be seen from the computation. Blog as teaching media is effectively used to improve students' skill in writing descriptive text. By using blog the students could represent ideas into their writing. Blog also can increase the quantity of vocabulary and enhance of the text.

Students got more imagination when they saw a blog shown by the teacher in creating a descriptive text. Blog made them easily explore their ideas. By looking at the pictures, they were stimulated to explore ideas in their mind at the time. They might write anything related to the pictures in their papers. Thus, their texts covered the sequences of events in detail since the missing and forgetful words or ideas were reminded when they saw the blog.

Blog helped the teachers in teaching writing descriptive text attractively. They could explain the materials more detail, and he also got students' attention. The materials in writing descriptive texts here referred to the categories used as the guidance in scoring the students' test results that had been stated before in the previous chapter. They were content, grammar, vocabulary, organization and mechanic. The students were motivated more to learn English, especially writing skill since they were still in a developing age. It was proven when they got the treatment. Therefore, the writer could conclude that using a blog as media in teaching writing descriptive text can bring the students' interest and imagination. In this case, blog is appropriate teaching media in improving students' skill in writing descriptive text.

CONCLUSION AND SUGGESTION

Conclusion

According to the result of the data analysis in previous chapter, the writer could draw conclusions about the students' writing skill

improvement through the application of blog in this study. The use of blog as a teaching medium in writing descriptive text is more effective than the conventional way. Based on the computation, there are some significant differences between experimental and control groups. In the pre-test, the average score of the experimental group was 71.81 and the control group was 71.72. The writer considered these score as a potency of the students for getting betterment. After that, the writer administered a post-test for both group. Further, the result of the post-test from the experimental group was 80.11, which was higher than the result of the control group. It was 74.67. From this result, the writer considered it as a significant result from the previous one. The improvement scores of experimental group and control group were 8.31 and 2.95. It was taken from the post-test's score which was reduced by the pre-test's score.

When students use blog or write on blog, they get some benefit. One of them is when they make mistakes or mistype, automatically there is a red line on the mistyped words. When students get confused

about the difficult word, they can look up on online dictionary that is provided by blog. From the computation, the writer also got the result of the t -test = 4.167 then he consulted the critical value on the t -table using the 5% alpha level of significance and 70 degrees of freedom was 2.03. Since the t -test was higher than t -table ($4.167 > 2.03$), the writer concluded that there is a significant difference in the students' writing score of the eight year students..

Suggestions

Based on the whole result of the study, the writer could recommend some suggestions in this study.

- (1) It is better for English teachers to try using blog in teaching writing descriptive text. It proves that the use of blog as a teaching medium to improve the students' ability in writing descriptive text is effective.
- (2) Based on the research, it is good for students to write descriptive text by using blog. This makes them to be better and better in their writings' achievement.

For other researchers, they can use this study as their reference to conduct other researches on the same field. They are also expected to be able to cover the limitation in this study and provide more detail information about this.

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Improving Students' Listening Competence by Using Contextual Teaching and Learning (A Classroom Action Research Conducted at the Second Grade of MTs. Ma'arif 2 Muntilan, Magelang)

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Abstract

This research was conducted to improve students' listening competence by using Contextual Teaching and Learning (CTL) method. The aims of conducting this research were as follows: (1) improving students' listening competence through CTL; (2) finding the students' interest improvement on their listening by using CTL; (3) finding the improvement of the students' listening competence by using CTL. The Classroom Action Research was used by the researcher in conducting this research. Furthermore, the pre-test, treatments, and post-test were given to find the students' listening improvement in learning using CTL. The result of the research showed that CTL could improve the students' listening competence. It could be seen from the average scores in the pre-test and post-test. The average score of students in the pre-test was about fifty six point two. Meanwhile, the average score in the first post-test and second post-test were seventy two point five and eighty point six. The result of the students' average score showed the improvement in their listening achievement by using CTL. The students' interest improved through the students' active contribution during the learning processes which was measured by using scoring rubric of "metacognitive rubric motivation". Therefore, it can be concluded that CTL is effective to teach listening to the students. In short, the method can be used by the teacher as an alternative to teach listening.

Keywords: *Classroom Action Research, CTL, Listening, Method, Motivation*

INTRODUCTION

Language is the system of communication consisting of sounds, words, and grammar that it is used by people to communicate between each other. Moreover, it is as a communication tool to convey ideas, opinions, and even feelings to other members of society. As a

communication tool, language is very important to human life. There are many languages that are used by people in the world, such as English, Spanish, Portuguese, Arabic, Indonesia, Mandarin, etc. One of the languages mostly used in the world is English. English has become an international language. As an international language, it has an

important role in the world, especially in the globalization era like today.

In Indonesia, English is considered as the first foreign language. As the first foreign language, it should be taught in the school. Students have to learn it from elementary school until university. Based on the previous studies, although it has been learnt by the students since in elementary school, they have not mastered it yet. There are many factors which affect it such as the materials, teaching learning process in the class, teaching method, facilities, or even the student themselves who do not have high motivation to learn English (Milena: 2014). The condition above also happens to the students in MTs Ma'arif 2 Muntilan, Magelang. This school can be classified as good school because they get score A for the accreditation. The school also uses *School-Based Curriculum (KTSP)* for the second and the third grade students, while the first grade uses the new curriculum, *Curriculum 2013*. Based on the early observation and interview with the teacher and some students there, it was found that many students in MTs Ma'arif 2 Muntilan

had problems in learning English. Although the students have studied English from elementary school, they still had difficulties in mastering English. In English there are four skills (listening, speaking, reading, and writing) that should be mastered, but the skill that they felt most difficult was listening. From the observation, there were three things that were very important to be noted such as materials, facilities, and their motivation. The first was about materials. Sometimes, the material that the teacher gave to the students just from the English book. Even though the teacher gave them the materials from other sources, but they still had difficulties to catch what they heard. It was because the materials that did not really related to the real life. If the students had difficulties in guessing what words they listened it would be easier if the materials related to the real life because they could guess the words. The second was about the facilities in the school. This school did not have language laboratory. Students rarely got listening practice. If they got listening practice, it was just in the class and used tape. The teacher also often used teacher's talk or teacher's

reading aloud (manual listening) to teach listening. However, although it just used teacher's reading aloud, it was more effective to the students. From the observation, the researcher could conclude that they would absorb the materials well from the teacher's reading aloud than from the recorder because of the situation and condition around the class. Other students from other classes sometimes were noisy and disturbed students while they had listening practice in the class by using recorder. They considered that it would be clearer from the teacher's reading aloud. The last problem was about their motivation. Actually they liked English, but sometimes the teacher did not really care with their motivation. If they got difficulties, tired, bored, sleepy, afraid in making mistakes, the teacher just let them. They still needed more motivation from the teacher. When they got bored or sleepy, the teacher should try another way to make them wake up. Sometimes, if the teacher gave them instruction in English they did not understand what they had to do. Even in the simple instruction, the teacher should repeat it for two or three times. So, the teacher had to explain in

Indonesian. As Nunan (2005:13) states "it is important that the students are presented with language that they can understand" so that bilingualism is still needed for them in this school. Moreover, it became more difficult if the materials did not relate to their real life which made them more confused. They got difficulty to guess what the text was about. In fact, if the materials related to their real life, it would help them to imagine what they were studying or hearing. From the interview and observation explained above, the researcher believed that the difficulties in listening and motivation were the crucial problems there. Linse and Nunan (2005:25) states that listening is the foundation for other skills like speaking, reading, and writing. If the foundation is not strong enough, the other skills will be more difficult to master. As we know that the sequences of learning language start from listening, speaking, reading, and writing. If listening as the foundation is not mastered, the other skills will be more difficult also to master.

From the explanation above, the researcher interested to overcome the problems. But, the researcher

focused on how to improve student's listening competence by using Contextual Teaching and Learning (CTL) at the second grade of MTs. Ma'arif 2 Muntilan, Magelang. Not only focusing on improving listening competence, but also the researcher will try to give more motivation to the students in learning listening using Contextual Teaching and Learning (CTL) method related to the real life, hopefully it could be the alternative strategies to improve students listening competence.

The Nature of Listening Competence

Listening is one of the four skills in English beside speaking, reading, and writing. Here are some definitions of listening proposed by some writers: (a) According to Oxford Advanced Learner's Dictionary 5th Edition, listen means "paying attention to somebody/something that you can hear"; (b) "Listening is a skill and any help we can give students in performing that skill help them to better listeners" (Harmer, 1998:98); (c) According to Scott (1990:21) Listening is the first skill that children acquire first, especially if they have

not learnt to read; (d) "Listening as a major component in language learning and teaching first" (Brown, 2001:247).

From all the definitions above, it can be concluded that listening is the first step in learning a language and a complex process of interpretation in which listeners match what they hear with what they have already known before. As the researcher has been written before, listening is the first step in learning a language, so it is very important to teach listening well and make students understand.

In the teaching learning process, students need to have some competences in mastering the objectives of the study. Competence itself is being able to do something well (Oxford, 1995:232). There are some competences that students have to master. For example in listening competence, students have to answer based on the teacher questions orally, they can respond well to the teacher's instruction or even complete the text while listening.

On the other hand, listening competence is being able to listen well and they can respond well both in writing or orally. This skill is important because if students can't

listen well, they can't respond to the teacher's instruction or question. "Listening to a foreign language is a hard work, especially for young children/learners" (Brewster, 2002:98). Making students have good competences in listening is hard thing. According to Brewster (2002:98);

It is important to remember that listening is not a passive activity. Always asking students to simply "listen and remember" may make them feel anxious, places a great strain on their memory and tends not to develop listening skill. The teacher will be able to support children's understanding more effectively if the teacher directs her student's attention to specific points that have to be listened for. Using authentic materials that relate to the real life may help them so much in learning process.

Using Contextual Teaching and Learning helps students in catching the sentences or words in understanding what they hear. CTL serves the materials that the students get in the classroom and relate it to the

real world situation. Besides, it may be easier for them in learning listening because of the relation of materials and the students' real life.

Motivation

According to Woolfolk (2007:372) motivation is usually defined as "an internal state that arouses, direct, and maintains behavior". Motivation is divided into two major points. The first is Intrinsic Motivation and the second is Extrinsic Motivation. "Intrinsic Motivation is the natural tendency to seek out and conquer challenges as we pursue personal interest and exercise capability" (Deci & Ryan, et al) cited in (Woolfolk: 2007). While "extrinsic Motivation is something that we do in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task" (Woolfolk:2007). Both intrinsic and extrinsic motivation affect the students in learning language. Teacher's skill in motivating learners plays an important role in student's achievement, especially for the students that have lack of motivation to learn English. As Dornyei (2001:116) notes "teacher

skills in motivating learners should be seen as central to teaching effectiveness”. Lack of motivation leads to lack of focus and effort, and ultimately lack of success. Teacher must figure out effective techniques to motivate students, so that, students make improvements in their English language capabilities. As Dornyei (2001) states that giving motivation can be done such as by giving appropriate teacher behavior, creating

a pleasant and supportive atmosphere in the classroom (basic motivational conditions). Encourage the students by saying “do not be afraid in making mistakes” is also the best way to make them more motivated. Besides, teachers also can give appraisal and reward to the students. Table 1 shows some activities in the classroom that the researcher did to motivate students by Dornyei.

Table 1. The list of the action in the classroom (Dornyei, 2001: 31- 49)

Creating The Basic Motivational Conditions	Tried it out	Part of my teaching
1. Demonstrate and talk about resercher's own antushiasm for the course materials, and how it effects resercher personally.		
Share researcher's personal interest in the L2 with the students.	√	
Show students that researcher value L2 learning as a meaningful experience that produces satisfication and enriches researcher's life.	√	
2. Take the students' learning very seriously		
Show students that researcher care about their progress.	√	
Indicate resercher mental and physical availability for all things academic.		
Have sufficiently high expectations for what researcher's students can achive.	√	
3. Develop a personal relationship with the students		
Show students that resercher accept and care about students.	√	
Pay attention and listen to each of them.		
Indicate researcher's physical and mental availability.		
4. Develop a collaborative relationship with the student's parent.		
Keep parent regularly informed about their children's progress		
Ask for their assistance in performing certain supportive tasks at home.		
5. Create a plesant and supportive atmosphere in the classroom.		
Established a norm tolerance.	√	
Encourage risk-taking and have mistakes accepted as a natural part of learning.		
Bring in and encourage humor.		
Encourage learners to personalise the classroom environment according to their taste.		
6. Promote the development of group cohessiveness.		
Try and promote interaction, coooperation and the sharing of genuine personal information among learners.		
Use Ice-breakers at the begining of a course.	√	
Regularly use small-group task where students can mix.	√	
Encourage and if possible organise extracurricular activities and outing.		
Try and prevent the emergence of rigid seating patterns.		
Include activities that lead to the successful completion of whole group tasks or involve small-group competition games.		
Promote the building of a group legend.		
7. Formulate group norms explicitly, and have them discussed and accepted by the learners.		
Include a spesific group rules activities at the beginning of a group's life to establish the norm explicily.		
Explain the importance of the norms researcher mandate and how they enhance learning, and ask for the students agreement.		
Elicite suggetion for aditional rules from the learners and discuss these in the same way as the rules that has proposed.		

All the ticks above were done by the researcher to improve students' motivation. To find out the improvement of students' motivation, the researcher used the following rubric. Table 2 explains about the

stage of motivation. The lowest stage of metacognitive motivation is in column 1, and the highest stage is in column 5.

Table 2. Metacognitive rubric motivation

1	2	3	4	5
Strong external locus of control, Blames others for lack of success;	External locus of control, Often blames others for lack of success;	Sometimes accepts responsibility, Sometimes blames others for lack of success;	Has internal locus of control, takes responsibility for success and failures	Has strong internal locus of control, takes full responsibility for success and failures;
Has no goals	Has unrealistic goals and no plans to achieve them	Has unrealistic goals or vague plans to achieve goals	Sets realistic goals and makes plans to achieve them	Sets realistic goals and makes concrete, written plans to achieve them
Always needs direction. Does not complete distasteful tasks or tasks for which there is no drive	Usually needs direction. Seldom completes distasteful tasks or tasks for which there is no drive	Often needs direction. Sometimes completes distasteful tasks or tasks for which there is no drive	Is self directed or regulated and usually completes distasteful tasks or tasks for which the drive is not present	Is very self directed or regulated and completes distasteful tasks or tasks for which the drive is not present
Has no sense of time management	Has a vague idea of how to manage time	Understands the importance of time management but has no system or does not implement a plan	Has an effective time management system and uses it most of the time.	Has a well developed, effective time management system and uses it regularly
Does not care about success. Has a negative attitude. Very stressed.	Sometimes tries to do well, but has a negative attitude. Is experiencing stress.	Tries to do well but has trouble keeping a positive attitude. Has trouble with stress.	Usually strives to do well and retains a positive attitude. Manages stress.	Always strives to do well; controls attitude with positive self talk; manages stress effectively

Contextual Teaching and Learning

Berns and Erickson (2001) define that:

Contextual Teaching and Learning (CTL) as method of teaching and learning which helps teachers relate subject matter or content to the real world situations, and motivates students to make connections between knowledge and its application to their lives. In contextual learning theory, learning occurs only when students process new information or knowledge in such a way that it makes sense to them.

Another definition promoted by Johnson (2002:25) is that "CTL is an educational process that help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances". To achieve this aim, it covers the following eight components: "(1) making meaningful connections; (2) doing significant work; (3) self-regulated learning; (4) collaborating; (5) critical and creative thinking; (6) nurturing the individual; (7) reaching high standards, and (8) using authentic assessments" (Johnson, 2002:65-66). In other word,

when talking about context, most people say that it is related to their social life. In the classroom teaching, CTL means teacher should present the student real world inside the classroom.

There are some strategies in CTL. They are problem based, using multiple context, drawing upon students diversity, supporting self-regulated learning, using interdependent learning groups, employing authentic assessment (Johnson, 2002:21-23). CTL emphasizes the student's involvement in the whole process to be able to seek out the material learned and relate the real life situation in order to motivate students to apply the knowledge or skill acquired in their life. Besides, it helps the teacher relate the subject matter content to real world situation and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers in the hard work that learning requires. Moreover, one of the teacher's roles in CTL is to motivate students to learn. The motivation can be in the form of appraisal or reward. Teachers also create or facilitate students by

designing “a supporting learning atmosphere” in the classroom.

From the explanation above, it can be concluded that CTL relates to the real life and teachers try to present it to the class. Through relating it, it can be more beneficial for the students and not only learning in the class but also, they can more understand how to implement it. On the other hand, the teacher’s role is as facilitator or even motivator to motivate students in learning the materials in the class.

METHODS

This research belongs to a collaborative Classroom Action Research. The research involved collaboration and cooperation between the researcher and the English teacher. Both the English teacher and the researcher worked as a team teaching in the implementation. Furthermore, Hopkins (2008:47) defined that “action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform. To carry out the action research, the

research consisted of several cycles”. The cycles depended on the situation which happened in the research setting. The cycle would not stop until there was improvement from the students in their listening competence. Based on Kemmis and Mc Taggart, there are four steps in action research. They are planning, acting, observing, and reflecting.

FINDINGS AND DISCUSSIONS

Dealing with the problem that happened to the students in MTs Ma’arif 2 Muntilan, the researcher conducted a research which consisted of two cycles. Each cycle had four stages, namely planning, acting, observing, and reflecting. The lesson plan, the observation sheet, materials and method had been prepared and designed by the researcher. All the plans ran well but sometimes, there was unexpected condition or result in the implementation of the cycle that needed to be improved.

The students’ interest also became the important aspect in the teaching and learning process. Without interest in learning, the learning achievement will not be

satisfying. Lack of motivation leads to lack of focus and effort, and ultimately lack of success". From the need analysis, designing the plans of research, cyclical implementations, reflection, etc the students' interest in learning English could be seen. They were more active in joining the teaching and learning processes in the class. Researcher implemented the materials which might draw the students' interest. Based on the interview that was conducted after the two cycles with the same students, it was found that the students felt enjoyable in learning listening using Contextual Teaching and Learning. They could relate the materials with their real life and made the teaching learning process more enjoyable. Even, when they did not know the words or sentences that they were hearing, they could guess because it had relation to their real life. Besides, the researcher's reading aloud also helped them in catching what words or sentences they were hearing. Good, clear, and right pronunciation had important role to improve their achievement in listening competence.

The students could improve their motivation because the

researcher applied the basic motivational strategies by Dornyei (2001). Researcher implemented some actions such as the researcher showed the interest of the L2 to the students, cared to the students both their attitude or achievement in their score, established norm tolerance, gave ice breaker before the teaching learning process and regularly used group works in the teaching learning process or did the assignment. After implementing those strategies, the researcher could see the improvement of students' motivation. The scoring rubric motivation showed that before the treatments the students sometimes blamed the other mistakes, having lack of responsibility in learning or even did the assignment. Even, they had to be instructed to do the task. But after the treatments, the students were respect their other friends, the responsibility was also improved. If researcher gave them task, they were enthusiastic to do it. Even, they became more responsible and enjoyed in the class. The attitude was better than before. It could be seen like in the table metacognitive rubric motivation. From the beginning, the students were in the column number 1, but after

treatments, they were in the column number 3. There were no specific scores to know the improvement of the students' motivation, but it is from the researcher' observation during the

research. The researcher had notes about every students, so during the research, the researcher knew the improvement of the students' motivation.

1	2	3	4	5
Strong external locus of control, Blames others for lack of success;	External locus of control, Often blames others for lack of success;	Sometimes accepts responsibility, Sometimes blames others for lack of success;	Has internal locus of control, takes responsibility for success and failures	Has strong internal locus of control, takes full responsibility for success and failures;
Has no goals	Has unrealistic goals and no plans to achieve them	Has unrealistic goals or vague plans to achieve goals	Sets realistic goals and makes plans to achieve them	Sets realistic goals and makes concrete, written plans to achieve them
Always needs direction. Does not complete distasteful tasks or tasks for which there is no drive	Usually needs direction. Seldom completes distasteful tasks or tasks for which there is no drive	Often needs direction. Sometimes completes distasteful tasks or tasks for which there is no drive	Is self directed or regulated and usually completes distasteful tasks or tasks for which the drive is not present	Is very self directed or regulated and completes distasteful tasks or tasks for which the drive is not present
Has no sense of time management	Has a vague idea of how to manage time	Understands the importance of time management but has no system or does not implement a plan	Has an effective time management system and uses it most of the time.	Has a well developed, effective time management system and uses it regularly
Does not care about success. Has a negative attitude. Very stressed.	Sometimes tries to do well, but has a negative attitude. Is experiencing stress.	Tries to do well but has trouble keeping a positive attitude. Has trouble with stress.	Usually strives to do well and retains a positive attitude. Manages stress.	Always strives to do well; controls attitude with positive self talk; manages stress effectively

At the beginning of the research, students were less motivated

so that the researcher had to give clear explanation about the materials which

were learning in the class. The cyclical processes implemented and the treatment was given to them to solve the problems. The two cycles were given to the students and the improvement could be seen. Both the average score of the students and the student's motivation were improved. These were the results of the pre-test, first post-test, second post-test:

- 1) The result of the students' average score in pre-test was:

$$M = \frac{\sum X}{N} = \frac{1460}{26} = 56,2$$

- 2) The result of the student's average score in the first post-test was:

$$M = \frac{\sum X}{N} = \frac{1885}{26} = 72,5$$

- 3) The result of the student's average score in the first post-test was

$$M = \frac{\sum X}{N} = \frac{2095}{26} = 80,6$$

From the result of the tests, it was found that there were different scores between pre-test, the first post-test, and the second post-test. The average score in pre-test was 56,2. It was under the passing grade which was 75. It needed improvement. The students could not do the pre-test well. Furthermore they were lack of motivation to do the pre-test well.

After implementing the treatments in the cycle one, the

average score of the students improved. They got 72.5 for the first post-test. They could get the better average score because of the treatment by the researcher who used CTL method and gave more motivation to them.

Finally, in the second post-test the average score of the students improved and could reach higher than the passing grade. The average score in the second post-test was 80,6. It showed that the treatment could improve the students' listening competence.

From the explanation above, it can be concluded that CTL can be the alternative method to teach listening. The method is effective because it can improve the average score of the students. Furthermore, the method relates the materials to the students' real life. Meanwhile, motivation is also needed to improve the students' achievement especially listening competence at the class 8A of MTs. Ma'arif 2 Muntilan. The method of Contextual Teaching and Learning and give more motivation could improve the student's listening competence. It could be seen in the result of pre-test, the first post-test, and the second post-

test. In the pre-test the average score was 56,2, the first post-test 72,5, and the second post-test 80,6. Meanwhile, the improvement of the students' motivation could be seen in the metacognitive rubric motivation. At the beginning of the research, the students were in the column 1, but after treatment, they were in the column 3. Furthermore, observation is used to score improvement of the students' motivation.

CONCLUSION

Based on the result of the data calculation above, it can be concluded as follows. The first was students' learning listening can be improved using CTL. It is known from the students' listening achievement in the pre-test, the first post-test, and the second post-test. On the other hand, the activities in the teaching and learning processes in the class were more enjoyable.

The second was the students' were much more motivated in learning than before. The encouragement from the researcher could improve their motivation. They can relate the materials that they get in the

classroom with their daily life, so that they can be easily in joining the teaching learning process in the class. It also could be seen from "metacognitive rubric motivation".

The students' learning achievement were improved from 56.2 until 80.6. The result of the students' average score showed that CTL and gave more motivation could improve that students' listening achievement. It can be concluded that CTL can be used as an alternative method to teach listening to the students. It does not only improve the students' listening score, but also motivate them to learn English seriously.

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Using English Movies to Enhance Grade XI Students' Speaking Skill (A Classroom Action Research Conducted in SMAN 1 Seyegan, Sleman)

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ABSTRACT

This research intended to discover two things, namely the students' interest in learning English by using movies watching media, and the result of the students' speaking skill improvement on cyclical implementations. This research applied Classroom Action Research proposed by Kemmis and McTaggart (2000) with two cycles. Each cycle consisted of a pre-test, treatments, and post-tests. It involved 31 students of *XI IPA 3* class in *SMAN 1 Seyegan* as the research subjects. The result of this research showed that English movies could make the students interested in following the English class. It was proven by the students who became more active to talk in English and did not feel shy or reluctant to share their thoughts. Another result showed that the students' average score was gradually improved from 58.08 in the pre-test became 65.74 and 74.78 in the first and second post-tests. It can be concluded that English movies is effective to be implemented as an alternative teaching and learning media to teach English speaking skill. Therefore, English teachers are recommended to use English movies to optimize the English learning outcome not only on speaking skill but also other skills.

Keywords: *Classroom Action Research, English Movies, Improve, Speaking Skill*

INTRODUCTION

Speaking is one of many ways which is used to communicate with each other. To be more specific, there are three purposes of speaking, which are (1) "to inform", (2) "to entertain", and (3) "to persuade", which is why it is considered as a very important activity (Tarigan, 1981:16). By having a good speaking ability, students will be able to deliver their opinion well.

Unfortunately, right now students seem reluctant and shy to speak in front of the public, even only in front of the class. This could not be a good start for them. While they are still studying in school, it is the best time and important for students to develop and increase their speaking ability before graduate and face their wider world.

School and environment would be good places to explore students'

English competence especially the speaking skill. Yet, when environment does not support the students to explore their English knowledge, then school would be the last choice. Since schools in Indonesia have English as a compulsory subject, it is important for the teachers to have an appropriate method to explore students' English ability especially in speaking. While teachers hold an important role here to guide the students, the best method and media would be much needed.

According to the observation in the English class that the researcher conducted in *SMAN 1 Seyegan*, it was found that the students who had difficulties in expressing their thoughts. They were shy, less confident, and confused about what to speak. They seem afraid and anxious to speak English in front of the class. The researcher assumed that they probably did not know what and how to express their ideas, thoughts, and feeling in English. It can be caused by some reasons such as difficulty in understanding the material, lack of vocabulary, don't have interest in learning English, and being bored with the learning situation. Moreover, the teaching-learning process in *SMAN 1*

Seyegan focused on doing exercises on books and supplementary materials provided by the teacher. There was not an appropriate and interesting media that can motivate the students to study English. As the outcome, the students' English skills was low especially in speaking,

Based on the problems above, the researcher intends to enhance students' speaking skill by using a certain learning media. Learning media is a tool that is used to support a teacher in teaching students. In order to have an optimum teaching-learning process, a teacher is expected to have an appropriate learning media that is suitable for the students.

Considering how much an appropriate learning media is needed, the researcher concerns to use movies especially English movies as teaching-learning media in speaking class. "Movies provide both audio and visual materials that help the students understand the language more easily. When watching a film, students not only listen to the characters, but also watch their movements." (Hu, 2006). By watching the movies, students have such kind of interaction with the activities in the movies. In the movie

class they naturally learn to pick up the language from the movie spontaneously. Beside students are basically very familiar with movie which. In short, the use of movie here is not only for entertainment purposes but also for a teaching-learning media to enhance students' spoken English skills.

From the elaboration above, this research is intended to discover two things that are the students' interest in learning English by using movies watching media, and the result of the students' speaking skill improvement on cyclical implementations.

Teaching Speaking

Speaking is the process of developing and sharing meaning through the use of verbal and non-verbal symbols, in various contexts." Chaney (1998:13) in Kayi (2006). Classroom speaking activities that can be applied as Brown (2001:271) states are (1) Imitative, a very limited classroom speaking time may be spent generating human's speech production, where, learners practice an intonation contour or try to pinpoint a certain vowel sound.; (2) Intensive,

intensive speaking deals with one step above imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language; (3) Responsive, a good deal of student speech in classroom is responsive: short replies to teacher or students-initiated questions or comments. These replies are usually enough and do not extend into dialogues; (4) Transactional (dialogue), transactional language, carried out of the purpose of conveying or exchanging specific information. It is an extended form of responsive language; (6) Interpersonal (dialogue), interpersonal carried out more for the purpose of maintaining social relationships than for the transmission of facts and information; (7) Extensive (monologue), students are called on to give extended monologues in the form of oral reports, summaries or perhaps short speeches.

English Movies as Learning Media

According to Pringgawidagda (2002:145), media is a tool used as a medium for delivering teaching materials to the students. In the same thought, (Arsyad, 2002:2) defines

media as a form medium used by people to deliver or to express the ideas or opinion so they can be received by the receiver. Educational media are used to support the education and can be seen, heard or touched with five senses. In relation with movies that are used as learning media, Hu (2006) states that “movies provide both audio and visual materials that help the students understand the language more easily. When watching a film, students not only listen to the characters, but also watch their movements. In addition, the scenes, the props and other aspects make the communication so real that, by watching the film, students seem to almost interact with the activities in the movies. Furthermore, in a film class they tend to learn in a natural way so they pick up the language spontaneously”. In short, movies can be an alternate media supporter in conducting speaking class. Considering by how movies can be very interesting and exciting to encourage students to speak.

Classroom Action Research

In the era of teaching as research, teacher researchers have

adopted the term “action research” to refer to their particular approach to classroom research. So far, action research has proved its suitability to education and become more and more important in education organizations (Hein, 2009:97).

According to Hopkins (1985) a basis for the selection of classroom research by teachers centers around the following criteria : (1) The teacher’s primary role is to teach and any research project must not interfere with or disrupt this commitment; (2) The method of data collection should not be too demanding on the teacher’s time; (3) The methodology used must be reliable enough to allow teachers to formulate hypotheses confidently and develop strategies applicable to the classroom situation; (4) The teacher should be committed to the research problem under study; (5) Teachers must follow ethical procedures when carrying out research; and (6) Classroom research where possible should adopt a perspective where all members of a school community build and share a common vision.

This research used Classroom Action Research (CAR) that was proposed by Kemmis and McTaggart

(2000) as mentioned in Denzin and Lincoln (2007:276) which presents the CAR cyclical process as follows: (1) planning; (2) acting and observing; (3) reflecting; (4) re-planning; and so on.

METHODS

This research is categorized as Classroom Action Research (CAR) with the help of a collaborator and students of grade *XI SMAN 1 Seyegan*. CAR is conducted with the aim of improving the quality of practice learning in the classroom. Meanwhile, the process of CAR involves a spiral of self-reflective cycles of: (a) planning, (b) acting and observing, (c) reflecting, (d) acting and observing, (e) reflecting and so on.

The researcher used some techniques in collecting data as follows: (1) she collected the result of the observation, questionnaire, documentation, and interview that have been done in the first meeting to the last meeting in order to find out the class situation, students need in English class and also to find out their opinion about the English class that they had been following; (2) the researcher collected the results of the

speaking tests which included pre-test and post-tests in the form of score. It showed the students' speaking skill before and after the cyclical implementation.

This research used descriptive qualitative data which covered the descriptions of the students' speaking skill before and after they got treatments and it was also supported by quantitative data. There were two stages that the researcher did in this section, the first one was data analysis and the second one was assessing.

The data analysis consists of four components: (1) Data Collection. They were in the form of raw data which were taken from the research such as questionnaire, documentation, interview and test results; (2) Data Reduction. After the data were all collected, it was needed to classify all the data by making summary; (3) Data Display. After the researcher classified the data the next step was displaying the data in the form of description so that it can totally be more understandable and also can form the conclusion to do the next analysis; (4) Conclusion: drawing/verification. The collected result of the research and the conclusion then had to be verified by

checking them towards the data reduction and the data display so that the conclusion that was made can be used as the credible report of the research.

FINDINGS AND DISCUSSION

The Students' Interest in Learning English by Using Movies Watching Media

Before the researcher holds a pre-test, she first interviewed the English teacher of *XI IPA 3*, the class that was being researched. The interview was to find out the running English class and students' condition. The questions that were asked cover the teacher's opinion about the students' interest in English subject, the media that were used to support the teaching and learning process, the teacher's opinion about the students' English skill competences, especially in speaking skill competence. Based on the interview with the teacher, many students liked the English subject.

Their English competences were average. Meanwhile for the speaking skill, the teacher said the students have less competence on it. In

showing their speaking performance, most of the students still hesitated in expressing their thoughts. They also directly asked their friends when they did not know about what to talk next. Most students spent less than two minutes in performing their speaking performance. The class situation was quieter comparing to when they were still preparing their speaking performance.

While conducting the pre-test, the researcher was also having an observation towards the class situation and the students' behaviors. Based on the observation, students seemed quiet and unwilling to speak. Some students that seemed uninterested to the lesson tended to read other books, having chats with their friends or just quiet and playing the stuff around them. Some students also did not pay attention to their friends who were performing. Students did not enthusiastic in following the English class since, the researcher found out already, based on the observation conducted in before the implementation of the pre-test and the cycles, there was not interesting media used in the teaching and learning process.

The Implementation of Cycle 1

Having finished with the pre-test, the researcher then conducted the first cycle in the next meeting. By having some observations during the cycle implementation, the researcher could find the students' interest towards the English learning. In the first meeting of the first cycle, the researcher played a movie entitled "Mega Mind." The students became excited. All of the students paid attention on the screen in front of them. After the movie was finished, the students were asked to have a discussion in groups. The class became livelier, all the students tried to speak English as much as they can although often they mixed it with Bahasa. In the discussion section, students would directly ask the researcher and did not feel reluctant when they have questions.

On the second day of the first cycle, the researcher conducted post-test 1. It was aimed to find out the students' speaking improvement. The students had already known that they would have such kind of speaking performance in the second day of the first cycle. At first, the students pretended to not know about what they

had to do in that day that was speaking performance. A student said "*Apa to Mbak?*" (What are you talking about?) and other student said "Watching movie *to Mbak?*" (Are not we going to watch a movie again?) Seeing this situation, the researcher assumed that the students were not ready for their speaking performance. She then decided to give the students several minutes to discuss the movie with their partner using English, many times they mixed it with Bahasa. The class started to be noisy. After finishing the discussion, the students were called one-by-one to show their speaking performance. Some minutes have passed but no one of them was willing to do so. Even though the researcher only gave each of them two minutes to talk, many students still reluctant to speak. They preferred perform it while sitting than perform it in front of the class. The researcher then told the students that not only their speaking contents that would be assessed but also their performance. After several minutes, some students who were confident to speak in front of the class indirectly influenced other students who were shy to get up and do their speaking performance. Many

students practiced their oral performance by themselves while watching their friends' performance.

The Implementation of Cycle 2

After conducting the first cycle, it was found that the students' speaking skill still needed to be improved more, so that the researcher conducted the second cycle. In the first meeting of the second cycle, the researcher reviewed the speaking material given in the first meeting of cycle 1. In this meeting, the researcher was also having a discussion with the students related to the students' speaking performance in the previous meeting. In the discussion session, the students were confident and comfortable in delivering their thoughts and opinion.

Having finished with the discussion, the researcher played the second movie entitled "Mars needs Mom." This movie was chosen by considering the movie story where it is related to life story about parents-children and covered with some fictional story which made the students interested. This movie was also chosen since it has the same difficulty story level to be understood

by the students with the previous movie. Again the students were excited and focused on the movie. The researcher found that the students become more and more excited when it comes to movies. The movie that was played in the second cycle was actually has more than an hour in length. But the researcher played the first twenty minutes only since she had a limited time.

After the movie has finished, the students were given several minutes to discuss the movie with their partners. This time the researcher also delivered similar worksheets to the students. They had to discuss the tasks with their partners. During the discussion session, the researcher found that the students became more active to speak in English. They did not hesitate to deliver their opinion and thoughts in English. They were more comfortable to speak in English with their friends. Most students were not afraid to make mistakes while speaking. In this meeting almost all students showed their confidence in speaking in English. Even though their friends would laugh because of the English grammatical errors that they made or they found out something

funny during their speech, they did not show such kind of weak-hearted and just continuing their speech. In this meeting the researcher did need to call the students' names one-by-one to perform. The students would directly come in front of the class one-by-one and showed their speaking performance.

They instantly went to the front of the class whenever their friends finished with their performance. It shows that their confident increased compared to the previous meetings. The students eager to show their speaking performance better. Some students who spoke less before became more active to speak and did not feel burden anymore. In doing the performance, most of the students were more relaxed and enjoyed it. Sometimes they were joking around while performing with their friends who were practicing. Many students showed their speaking performance for more than two minutes. Sometime the researcher had to stop them because they have far passed the given time. Most of them showed their

speaking performance for more than two minutes. In the previous post-test, the researcher spent for about 70 minutes in assessing the students, but in the post-test 2 the researcher spent about 80 minutes.

As the researcher observed, the students seemed to have more confidence in delivering their thoughts. Even though there were still few students who were shy and afraid to deliver their thoughts, most of them were no longer feeling shy or reluctant to speak in English.

The Students' Speaking Skill Improvement Result on Cyclical Implementations.

The Result of Pre-Test

In the pre-test stage, the students were asked one by one to retell the English movies that they have watched. The pre-test result discovered that the students' speaking skill performance was considered as low with their average score 58.07.

Here is the result of the pre-test:

Table 1. The Students' Pre-Test Average Score.

No.	Aspects	Scores	Categories
1	Pronunciation	59.19	Poor
2	Fluency	57.66	Poor
3	Topic Mastery	58.62	Poor
4	Performance	57.74	Poor
5	Vocabulary	57.17	Poor
The average scores		58.07	
Category: 10-39 = Very Poor			
40-60 = Poor			
61-70 = Average			
71-80 = Good			
81-100 = Very Good			

The data in the table above indicates that the students' speaking skill is categorized as poor. The average score of each speaking aspect were under 60.

The pronunciation aspect deals with the students' sounds of words, pronunciation of sentences, and also the right intonations and stress. Based on the pre-test result, the average score was 58.07 which was categorized as poor and need to be improved. Furthermore the fluency covers how fluent the students speak, smoothly without hesitation, appropriate pause, and repeating words/lines. Topic mastery deals with the students' understanding related to the discussed topics. Performance deals with the students' behavior during their speaking tests, whether they are confident, shy, hesitate, or enthusiast.

And the last is vocabulary which covers the students' ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the world.

The Result of Cycle 1

At the end of the first cycle, the researcher held a post-test which resulted the students' average score as the researcher called as post-test 1. Compared to the result of the pre-test average score, the result of post-test 1 showed some score improvements in students' speaking skill.

To get clear differences between the average pre-test score and the post-test 1 average score, the researcher compared the two post-test results along with the amount of the improvement for each aspect. It was

found that there were improvements in students' speaking skill. Here is the improvement score:

Table 2. The Average Improvement Score between Pre-Test and Post-Test 1

No.	Aspects	Pre-Test Scores	Post-Test 1 Scores	Improvements
1.	Pronunciation	59.19	64.88	5.69
2.	Fluency	57.66	64.75	7.09
3.	Topic Mastery	58.62	66.61	7.99
4.	Performance	57.74	66.69	8.95
5.	Vocabulary	57.17	65.8	8.63
Average				7.67

Based on the table above, it can be concluded that students' speaking performance was improved in each aspect, especially in performance aspect that showed the highest improvement. It was needed to hold the second post-test since the students had not reach the minimum score.

then hold post-test 2 in the end of cycle 2. In this cycle, the average score was gotten. To get clear differences between the post-test 1 average score and the post-test 2 average score, the researcher also displays the comparison between the two post-test along with the amount of the improvement scores. Here is the result:

The Result of Cycle 2

After conducting cycle 1 which involved post-test 1, the researcher

Table 3. The Average Improvement Score between Post-Test 1 and Post-Test 2

No.	Aspects	Post-Test 1 Scores	Post-Test 2 Scores	Improvements
1.	Pronunciation	64.88	72.5	7.62
2.	Fluency	64.75	75.16	10.41
3.	Topic Mastery	66.61	74.83	8.22
4.	Performance	66.69	76.61	9.92
5.	Vocabulary	65.8	74.83	9.03
Average				9.04

Based on shown the table above, it can be concluded that

students' speaking skill was improved in each aspect where again this time

the performance aspect got the highest improvement. It can be seen that the students' speaking skill was categorized as low before the research was conducted. It gradually improved after the two cycles was conducted.

Students' average score in speaking skill performance has improved gradually after several treatments using English movies as

media. As it was described before where the students get more excited and enjoy the speaking class. It was also showed from the improvements in the average scores of each aspect. Here is the summary of the students' average score from pre-test, post-test 1, and post-test 2 along with the calculated improvement scores:

Table 4. The Improvement Score Total

No.	CAR Implementation	Scores	Improvement Scores
1.	- Pre-Test	0 - 58.07	-
2.	Pre-Test - Post-Test 1	58.07 - 65.74	7.04
3.	Post-Test 1 – Post-Test 2	65.74 - 74.78	9.06
Improvement Score Total			16.1

If it is calculated, the total of the improvement scores is 16.1. Considering the result above, it can be concluded that English movies can improve the grade XI students' speaking skill.

CONCLUSION

This research has two objectives. The first one is to find out the grade XI students' interest in learning English through movies watching media. Before conducting

two cyclical implementations, most of the students were uninterested in the English learning that they had been following. The used of teaching and learning media in English class were not interesting enough for the students since the teacher was only focused on the textbook, *LKS*, and LCD which only displayed materials. Being taught by using movies as media in classroom learning, the students became more interested and excited in following the English class. After conducting the two cycles, the

students showed excitement in the English learning. The English movies could make the students interested in following the English class. The students became more active to talk in English, they without doubt responded to the teachers' questions and instructions in English. Meanwhile, the second objective of this research was to find out the improvement of the grade XI students' speaking skill by using movies. Based on the result of the pre-test and the two cycles, students showed some improvements in each speaking aspect in their speaking performances. The students' average score in Pre-Test was 58.07 which became 65.75 in Cycle 1 and the average score in the cycle 2 was 74.78. By considering the improved scores that the students showed, it can be concluded that after the English movies were applied as media in English learning, the students' speaking performance were gradually enhanced.

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**The Effectiveness of Process Genre and Product Genre Approaches
to Teach Writing to Introvert and Extrovert Students
(The Case of the Tenth Year Students of State Senior High School 1
Wirosari-Grobogan in the Academic Year of 2013/2014)**

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ABSTRACT

This present study aims to investigate the effectiveness of Process Genre and Product Genre Approaches to teach writing to introvert and extrovert students. A quasi-experimental study with 2x2 factorial designs was conducted to gain answers. Data were collected by using Myers Briggs Type Indicator, observation notes and a pre-and-posttest. Data were analyzed by using T-test, Two-Way Anova, and Tukey test. The findings revealed that first, Process Genre Approach was significantly effective to be used to teach writing to both the introvert and extrovert students; while, the Product Genre Approach was only effective to be used to teach writing to the extrovert students. Second, quantitatively, the Process Genre Approach was not significantly more effective to be used to teach writing compared to the Product Genre Approach. Third, the students' personalities significantly influenced their writing quality, in which the extrovert students' writings were better than the introvert students' writings. Fourth, there was a significant interaction occurred between the teaching approaches and the students' personalities on their writing quality. Based on the study results, the researcher suggests English teachers to consider using Process Genre Approach in their writing classes and identify each student's personality in the very beginning of lessons, acknowledging that the students' personalities significantly influence the students' writing quality.

Keywords: Process Genre Approach; Student's Personality; Writing Instruction

INTRODUCTION

Writing instruction has become a field of increasing interest at higher learning institutions in recent years. After a long ignorance, people are now finding ways to effectively teach the skill which is considered as one of

the most difficult skills needs to be mastered by second language learners.

Writing requires its learners to have a certain amount of L2 background knowledge before they are ready to start drafting in order to communicate with their readers. Hence, quite a long

journey of learning is necessary to make the learners prepared.

In Indonesia, in spite of its major role in academic setting, the instruction of writing skills remains ineffective. The Product Genre Approach, which is widely used at most Indonesian senior high school classrooms, focus mostly on the students' single-draft writing products that emphasize on the grammatical and linguistic correction only rather than the students' writing skills development and process writing practices. These tendencies result in the students' lack of writing practices that lead to the production of students with low quality of writing.

To overcome this problem, in this study, the writer tried to compare the effectiveness two approaches, namely, Product Genre approach and Process Genre approach.

Product Genre Approach in this study refers to the Genre-based Approach, which is argued as the extension of product approach and is criticized undervalues the skills needed to produce a text, e.g. drafting, revising, editing, etc. (Badger and White, 2000: 157). As in Product Approach, the Genre-based Approach

views writing as predominantly linguistic. However, Genre-based Approach places a greater emphasis on the social context in which writing is produced. This approach essentially concerned with the knowledge of language and as being tied closely to a social purpose (Badger and White, 2000: 153). This approach views learning to write activities as the analysis and imitation of input in the form of texts provided by the teachers.

Meanwhile, Process Genre Approach is defined as an approach that primarily concerned with the knowledge about language, knowledge of the context in which writing happens, especially the purpose of writing, and the skills in using language (Badger and White, 2000: 157). This approach sees learning to write as drawing out the learners' potential by providing input to which the learners respond (Badger and White, 2000: 158). Process Genre Approach is a synthesis approach which incorporates the insights of Product, Process, and Genre-based Approach proposed by some researchers including Badger and White (2000) and Tangpermpoon (2008).

A number of research studies related to the implementation of Process Approach, Genre-based Approach, and Process Genre Approach in the teaching of writing have been conducted in numerous classrooms in different part of the world. Some of those studies noted that Process Approach was significantly effective to be used to help students improving their writing quality (Parks, et. al., 2005; Ho, 2006). Yet, Graham and Sandmel (2011) found in their study that process writing instruction resulted in a statistically significant, but relatively modest improvement in overall students' quality of writing. They also noted that the process writing approach neither resulted in a statistically significant improvement in students' motivation nor enhanced the quality of struggling writers' composition.

Similar to the above findings, some researchers also found in their studies that Genre-based Approach was effective to be used to teach writing (Amogne, 2013; Chen and Su, 2012), but Yang's (2012) study indicated that quantitatively, Genre-based writing instruction seemingly

did not adequately help students in reaching the instructional aims.

Meanwhile, Gupitasari (2013) reported her study on the implementation of the Process Genre Approach to teaching writing business letters. The results demonstrated improvement in students' writing ability, evidenced in the increase in scores obtained at the end of the teaching program. The results of the questionnaire also showed the students' consciousness that Process Genre approach could help improve their writing ability, especially writing application letters.

Furthermore, in line with Brown (2000: 142) who argues that personality is one of the affective factors that are equally important for explaining differential success among second language learners, the writer then assumes that students' personalities have an important role in influencing the students' learning outcomes, specifically on their quality of writing.

Previous research suggests that introvert learners tend to be quiet and prefer non-social activities (Ellis, 1994: 518); while, extrovert learners tend to be sociable, risk-taking, lively,

and active (Ellis, 1994: 518). These distinctive characteristics assumed by the writer will be an important factor which will give different effects on the students' writing achievement, particularly if they are taught by using Process Genre Approach. Process Genre Approach covers steps in writing process, including drafting, revising, and editing, which are done in pairs as well as in group discussions. These pair and group works will probably discomfort the introvert students but fortunate the extroverts. During the feedback stages, the extrovert learners may learn by actively give their opinions while the introvert learners may think and reflect more when they read their friends' feedback. During the pair and group works, it may occur that extrovert learners are motivated by the introvert learners' analytical and thoughtful discussions, while, conversely, introvert learners will be inspired by the extrovert learners' spontaneous feedbacks and fresh ideas.

Finally, in order to discover the influence of students' personalities on their writing quality and the effectiveness of Process Genre and

Product Genre Approaches, this study was conducted by the writer. It is hoped that this investigation can shed light on researching and teaching English writing courses in EFL settings.

METHODS

This research is a quasi experimental study with 2 x 2 factorial designs. The writer investigated the effectiveness and interaction that occurred by the application of Product Genre Approach and Process Genre Approach to writing lessons while also giving attention to the influence of students' personalities (introvert and extrovert) on their writing quality. The pre-test post-test with control group design was used in this study. Table 1 illustrates the design of research the researcher had conducted.

This study was conducted in an institution whose regulation is implemented. It resulted in some limitations to the side of the researcher, which made her applied purposive sampling technique to get the study's samples. Purposive sampling technique is defined as the technique of samples taking which

consider a certain consideration (Sugiyono, 2011: 68). In this case, the consideration refers to the school constraint.

The population of this study was the tenth year students of State Senior High School 1 Wirosari-Grobogan in the academic year of 2013/2014. There were eight classes, with different amount of students in each class. The samples (two classes only) were taken from those classes

chosen by using purposive sampling technique. The first class was treated as the experimental class that received Process Genre Approach, while the other class was the control class that was taught by using Product Genre Approach.

The instruments used in this study were Observation Notes, Myers Briggs Type Indicator (MBTI), and Pre-and-Post-test.

Table 1. Research Design
(Cohen, Manion, and Morrison, 2007: 280)

Writing Approaches Students' Personalities	Process Genre Approach (Experiment Group) (X1)	Product Genre Approach (Control Group) (X2)	
Introvert (Y1)	X1Y1 (Question 1)	X2Y1 (Question 3)	X1X2Y1 (Question 6)
Extrovert (Y2)	X1Y2 (Question 2)	X2Y2 (Question 4)	X1X2Y2
	X1Y1Y2 (Question 5)	X2Y1Y2	

FINDINGS AND DISCUSSION

To obtain the data, the researcher did a number of procedures.

First, to find out the students' personalities, the researcher had the students fill an adapted-translated Myers Briggs Type Indicator (MBTI)

scale designed by Nafis Mudrika (2011), referring to the original version developed by Katherine Briggs and Isabel Briggs Myers (1962). For the purpose of rechecking the data, the researcher also did observations and asked the classroom teacher as well as all the classmates to share their opinions about their friends' personalities. Among seventy students in control and experimental groups (35 students each), the researcher took ten introvert and ten extrovert students from each group.

After capturing the students' personalities, the researcher conducted pre-test to identify the students' prior knowledge, and then followed by the three meetings of treatments (2X45 minutes for each meeting). Post-test was given in the end of the treatments to examine if there were improvements of the students' writing quality after sequence of treatments given. Table 2 shows the students' scores of pre-test and post-test which were analyzed to answer the research questions.

The scores on table 2 indicated that all the mean scores of the groups were increased from the pre-test to the post-test. The introvert students' mean

score taught by using Process Genre Approach was increased from 68.5 to 82.7; and from 66.1 to 71.6 when taught using the Product Genre Approach. Meanwhile, the extrovert students' mean score taught by using Process Genre Approach was improved from 69.4 to 82.9; and from 72.7 to 84.2 when taught using the Product Genre Approach.

To analyze the findings systematically, the writer divided this subtopic into seven points based on the research questions as follows.

First, the effectiveness of Process Genre Approach used to teach writing to introvert students. The significant value (p value) got from the T-test was $0.002 = 0.2\% < 5\%$. Since the p value $< \alpha$ (standard error), so it means that the Process Genre Approach was significantly effective to be used to teach writing to the introvert students.

Second, the effectiveness of Process Genre Approach used to teach writing to extrovert Students. The significant value (p) got from the T-test was $0.001 = 0.1\% < 5\%$. Since the p value $< \alpha$ (standard error), so it means that the Process Genre Approach was significantly effective

to be used to teach writing to the extrovert students.

Third, the effectiveness of Product Genre Approach used to teach writing to introvert students. The significant value (p) got from the T-test was $0.306 = 30.6\% > 5\%$. Since the p value $> \alpha$ (standard error), so it means that the Product Genre Approach was not significantly effective to be used to teach writing to the introvert students.

Fourth, the effectiveness of Product Genre Approach used to teach writing to extrovert students. The significant value got from the T-test was $0.005 = 0.5\% < 5\%$. Since the p value $< \alpha$ (standard error), so it means that the Product Genre Approach was significantly effective to be used to teach writing to the extrovert students.

Fifth, the significant difference of the two writing approaches when used to teach writing. The test of two-way ANOVA ascertained that the two approaches had no significant difference if the standard error (α) were 5% and 10%, p value = $0.106 = 10.6 > 0.05$; $10.6 > 0.1$. This result meant that although there were differences in the achievements of students taught by using the Process

Genre and Product Genre Approaches, in which students in Process Genre Approach class got higher group mean (82.8) rather than students in Product Genre Approach class (77.9), but based on the Two Way Anova test, the difference was not significant.

Based on that finding, Process Genre Approach seemingly did not adequately help the students reaching significant higher writing scores. However, it is essential to bear in mind that the students were only given three meetings (90 minutes each) to get involve with the approach which contains some stages. It might have been an insufficient amount of time for students to enjoy the process and to make adequate revisions. Furthermore, this was the first time that these students were taught by using Process Genre Approach. The unfamiliarity with the teaching method might have influenced their performance. The brainstorming stage, the self - peer checklist, and the revision stages seemed to be challenging for its newness.

In this case, the writer argues that focusing exclusively on the quantitative results may not adequately capture the complexities

involved in conducting this approach. Even though there was no significant difference between the two approaches, but the difference of the mean scores, in which the Process Genre Approach class gained higher mean scores, had simply indicated that this approach helped the students improve their writing quality. This could also be seen from the qualitative analysis of the students' writings, in which the organizations of the text of the students' writings were getting better, together with the content, grammar and punctuation. Although the students in Product Genre Approach class also showed their improvements, yet the average achievement of the Process Genre Approach class was higher. Even, few students in the Product Genre Approach class got worse results than before. Furthermore, the style and expression of the students in Process Genre Approach class seemed more varied than the students in Product Genre Approach class.

Sixth is regarding the influence of the students' personalities (introvert and extrovert) on their writing quality if they were taught by using the two approaches. The test of two-way

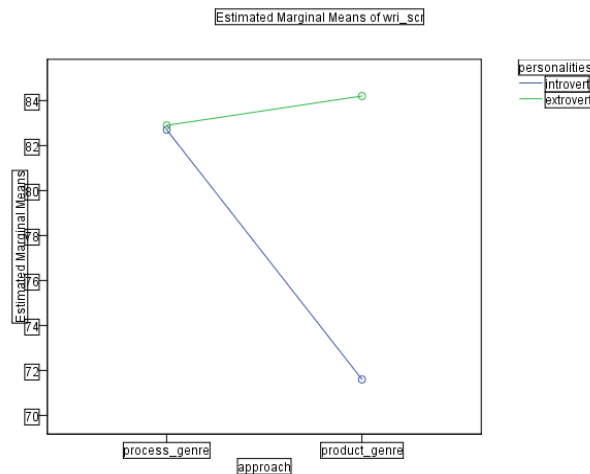
ANOVA indicated that there was a significant influence of students' personalities on their writing quality, p value = $0.037 < 0.05$. In other words, based on this study, the students' personalities, in this case introvert and extrovert, influenced the quality of their writing. The extrovert students got generally higher scores (mean score: 83.55) compared to the introvert students (mean score: 77.15). It meant that extrovert students tended to get higher results than the introvert students. This is in line with the study of Qomarudin (2010) who found a positive correlation between extroversion and English writing skill.

Seventh is regarding the interaction between the writing approaches (process genre and product genre approaches) and the students' personalities on their writing quality. The test of two-way ANOVA showed that there was an interaction occurred between the writing approaches and the students' personalities on the students' writing quality, p value = $0.043 < 0.05$; in which extrovert students got higher scores when they were taught by using Product Genre Approach, while the introvert students got higher achievements when they

were taught using Process Genre Approach. There was a meeting point between the two lines (introvert and

extrovert) showed in graph 1 of the Two-Way Anova which clarified the interaction.

Graph1. Interactions between the Writing Approaches and the Students' Personalities



These findings were actually different to what had been predicted previously. Introvert students which were predicted would get some troubles when taught by using Process Genre Approach since there were some interactions during the learning process, surprisingly showed their significant improvement instead. On the contrary, the extrovert students showed their better scores when they were taught by using Product Genre Approach. Some reasons that might cause these results were the tendency of the introvert students to be reflective thinkers and thoughtful. Hence, they were more serious to learn the materials given, even when

the materials were given with a new approach. Numerous steps in Process Genre Approach including the self and peer checklists to get some feedbacks and the revision stages, had made the introvert students got into deeper understanding and reflections. They were mostly responsive and diligent students that willingly do their homework. Their revisions and final drafts were better than before.

Meanwhile, the extrovert students seemed less serious to do some steps in Process Genre Approach. It was agreed with their tendency to have fewer thoughts and less reflective even during the revision stages. Most of them were reluctantly

did their task well. Revision steps seemed does not quite help them to get better understanding. They tended to feel more comfortable with simpler procedures as in Product Genre Approach rather than approach with many steps as in the Process Genre Approach.

To examine the significance of the interaction between the groups, post hoc test using Tukey Test was done. This test indicated that extrovert

students who were taught using Process Genre Approach got significantly higher results than the introvert students taught by using Product Genre Approach. Also extrovert students who were taught using Product Genre Approach got significant higher results than the introvert students taught by using Product Genre Approach. The other groups might have differences but were not significant.

Table 2. The Students' Pre-and-Post-Test Scores

	Process Genre Approach			Product Genre Approach		
	Students' Code	Pre-test	Post-post	Students' Code	Pre-test	Post-test
Introvert	ES-1	69	94	CS-1	72	97
	ES-2	76	96	CS-2	55	75
	ES-3	58	80	CS-3	77	87
	ES-4	72	77	CS-4	75	60
	ES-5	74	84	CS-5	76	56
	ES-6	82	92	CS-6	55	60
	ES-7	74	79	CS-7	63	53
	ES-8	55	70	CS-8	60	75
	ES-9	61	76	CS-9	62	77
	ES-10	64	79	CS-10	66	76
	Mean	68.5	82.7	Mean	66.1	71.6
Extrovert	ES-11	61	86	CS-11	63	83
	ES-12	74	84	CS-12	70	85
	ES-13	78	88	CS-13	77	87
	ES-14	82	92	CS-14	68	88
	ES-15	76	91	CS-15	55	90
	ES-16	56	76	CS-16	85	75
	ES-17	60	80	CS-17	78	83
	ES-18	73	78	CS-18	80	75
	ES-19	64	79	CS-19	84	94
	ES-20	70	75	CS-20	67	82
	Mean	69.4	82.9	Mean	72.7	84.2

CONCLUSION

Based on the findings of the research conducted to the tenth graders of State Senior High School 1 Wirosari-Grobogan, the following conclusions could be drawn.

First, that the Process Genre Approach was significantly effective to be used to teach writing to introvert students. The significant value was $0.002 < 0.05$, with the pre-test mean score 68.5, and the post-test mean score 82.7. Second, the Process Genre Approach was significantly effective to be used to teach writing to extrovert students. The significant value was $0.001 < 0.05$, with the pre-test mean score 69.4, and the post-test mean score 82.9. Third, the Product Genre Approach was not significantly effective to be used to teach writing to introvert students. The significant value was $0.306 > 0.05$, with the pre-test mean score 66.1, and the post-test mean score 71.6. Fourth, the Product Genre Approach was significantly effective to be used to teach writing to extrovert students. The significant value was $0.005 < 0.05$, with the pre-test mean score 72.7, and the post-test mean score 84.2. Fifth, the Process

Genre Approach was not significantly more effective to be used to teach writing compared to the Product Genre Approach. The significant value was $0.106 > 0.05$, with the Process Genre Approach mean score 82.8, and the Product Genre Approach mean score 77.9. Sixth, the students' personalities significantly influenced their writing quality. The significant value was $0.037 < 0.05$, in which the extrovert played more positive role than the introvert. Seventh, there was a significant interaction between the teaching approaches (Process Genre and Product Genre Approaches) and the students' personalities (introvert and extrovert) on their writing quality. The significant value was $0.043 < 0.05$. The extrovert students got better results when they were taught by using Product Genre Approach rather than Process Genre Approach; while introvert students got better result when taught using Process Genre Approach rather than Product Genre Approach.

Based on the study results, the researcher suggests English teachers to consider using Process Genre Approach in their writing classes and identify each student's personality in

the very beginning of lessons, acknowledging that the students' personalities significantly influence the students' writing quality. Generally, recognizing the students characteristics is needed in order to know what approach that would be suitable to make the students understand well and reach their achievement.

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